The Brilliant Club Conference 2019

Ready or Not?
Collaborating Towards Curricula for University Readiness

Friday 12th July 2019 | King’s College London
Welcome to The Brilliant Club Conference 2019!
Practitioners and policy makers dealing with any seemingly intractable problem often run the risk of contracting conference fatigue. For those of us working in university access, there are so many barriers to explore, so many angles at which you might approach the challenge and so many different institutions and bodies tasked with solving it, the weight of analysis can seem overwhelming.
When we established The Brilliant Club Conference, initially as a forum for our PhD tutors to discuss their experience with teachers, we did so on the basis that we could add something different to the calendar of events that already serviced the sector. If our delegates stopped being able to articulate what was unique about the conference, then we would have no case for running it.
To date, we have tried to develop two features of the conference where we think the charity is well-placed to add value. First, we make sure that there is a genuine mix of delegates from schools, universities and the third sector, so that meaningful discussion takes place across the system. Second, we promote sessions that look to solutions, as well as analysing problems. We hope that delegates leave with ideas for dealing with the world as they find it, alongside ambitions for the world as it could be.
Ultimately, you will decide whether we meet this challenging brief, but a glance over this year’s programme gives me some confidence. The Collaboration session is expressly designed to offer time to work productively with colleagues from different institutions. Today is framed around issues relating to curriculum development, a topic which has been central to recent debates about school accountability. We will hear from Dr Mary Bousted (NEU) and Professor Daniel Mujis (Ofsted) who are grappling with these issues every day.
Finally, for the first time, we are running a parallel ‘Information, Advice and Guidance’ conference for Year 12 pupils, ensuring that their voices are heard.
Since The Brilliant Club ran its first conference at King’s College London, the charity and the education landscape have changed radically. We are pleased that this year we return to the university with increasing confidence in the evidence of our impact; partners in all four nations of the UK; and with more programmes running in schools in rural villages, coastal communities and post-industrial towns than we do in the cities where we started our work. I would like to express my gratitude for King’s College London’s support for the charity as we have grown, and my delight that the conference is here again.
I hope you have a great day.
Dr Chris Wilson
CEO
The Brilliant Club

King’s College London

King’s College London is delighted and proud to host this conference with one of our longstanding and most effective partners, The Brilliant Club. Welcome to our university, and to a day that’s sure to have much insight, healthy debate, and opportunity to meet and network with colleagues old and new from a range of sectors.
Widening participation to higher education is at a crucial point, discussed, focused on and challenged like never before. Our mission is to give everyone a chance to pursue their goals, and to really deliver on social equality through opening up our universities. This is under the microscope and in the headlines. But most importantly it remains core to the dreams and ambitions of so many prospective students and their communities.
The conference has an exciting focus on the importance of curricula in preparing the way to university, and how dedicated, focused collaboration can enhance and enable everything we do. Many widening participation initiatives have existed for some time, often having legitimate impact. But there is a risk that we fall back on safe, ‘tried and true’ approaches. The conference delegate list is varied: university leaders, school leaders, widening participation professionals, subject teachers, academics, students, policy makers, representatives from charities and funding agencies, and, perhaps most importantly, pupils too. To make the progress we are committed to, and which learners deserve, I welcome the chance to engage with practitioners and experts from across the education landscape. This is how we will continuously learn and improve what we do. To meet the challenges ahead we will need new approaches, to learn from across different sectors and types of organisation. We’ll need collaboration, partnership, and even some provocations. Join the conversation and follow us on twitter @kclwp.

Michael Bennett
Associate Director of Widening Participation
King’s College London
Delegate Information

Name Badges
We have provided name badges – please wear them throughout the day. We have a variety of delegates in attendance and the name badges help facilitate productive networking during the day.

Student Ambassadors
We are pleased to be joined by Student Ambassadors from King’s College London who will support today’s event and provide directions. We would like to express our thanks for their help.

Social Media
Please join us to further the discussion at today’s conference by sharing thoughts and best practice on social media. On Twitter, please use the hashtag #TBCconference.

Recording and Photography
We will not be live streaming or recording any discussion today. Photographs will be taken, which The Brilliant Club and King’s College London may use in conference publicity, as well as in general promotional materials. If you would prefer not to be photographed, please speak to a member of the conference team.

Drinks Reception
All delegates are invited to join us for our drinks reception straight after the final session, from 3.10-4.10pm. We hope you will join us to continue your conversations and make new contacts, as we bring the day to a close.

Survey
Feedback from our delegates significantly influences the planning of future events. We will be asking all delegates to fill in a survey after the conference; please do share your thoughts with us.

Conference Digest
We will be producing a conference digest with a short write-up of each session which will be sent by email to all delegates shortly after the conference.

Thank You
Thank you for attending the The Brilliant Club Conference 2019, and to our friends at King’s College London for hosting the event.

Contact
For more information about any aspect of the conference or about The Brilliant Club, please contact:
Maddy Maloney, Partnerships Officer
Maddy.maloney@thebrilliantclub.org
07398 182816
Professor Andrew Hill  
**Research Lead for the School of Sport, York St John University**

Professor Hill is based at York St John University where he is the Research Lead for the School of Sport and directs a large research group that examines motivation, performance, and wellbeing issues in achievement contexts. His main area of research focuses on examining the consequences of perfectionism (an achievement and wellbeing related personality trait). He has co-authored over 60 peer-reviewed papers and 9 book chapters on this topic, as well editing the first book on this topic in sport, dance, and exercise. His research has been funded by a number of organisations including the Wellcome Trust, The Society for Education, Music and Psychology Research, The Higher Education Academy, and The Harold Hyam Wingate Foundation. He is currently a senior section editor of the Scandinavian Journal of Medicine and Science in Sport and an editorial board member of the Journal of Sport and Exercise Psychology and Sport, Exercise and Performance Psychology. He believes that perfectionism is one of the main determinants of student performance and mental health.

Anne-Marie Canning MBE  
**Director of Social Mobility and Student Success, King’s College London**

Anne-Marie Canning MBE is the Director of Social Mobility and Student Success at King’s College London. In this role she provides leadership and strategic direction for full lifecycle widening participation across the institution. In 2018 she was awarded an MBE in the Queen’s Birthday Honours for services to higher education, Anne-Marie is also the independent chair of the Department for Education led Bradford Opportunity Area. She is a member of the Universities UK Ministerial Social Mobility Advisory Group and has served as the elected Chair of the Russell Group Widening Participation Association. Anne-Marie has previously worked at University College Oxford and holds a University of Oxford Teaching Award. She studied at the University of York and served a sabbatical term as the president of the students’ union. Anne-Marie is a trustee of the Bridge Group, a policy association researching and promoting socio-economic diversity and equality.

Ben Tucker  
**Operations and Partnership Manager, Aspire to HE, University of Wolverhampton**

Ben Tucker is the Operations and Partnership Manager for Aspire to HE at the University of Wolverhampton. Ben has worked in the Education sector for the past 10 years, having previously run the nationwide Teach First Access Programme, ‘Futures’. He also worked as a strategy consultant for an education charity in Malaysia, and taught English in a Secondary School in Nottinghamshire.

Charlotte Mannix-Pole  
**Widening Participation Officer, King’s College London**

After graduating with a degree in Politics, Psychology and Sociology from the University of Cambridge in 2012, Charlotte was recruited onto the Teach First programme. She spent the following three years teaching English in the West Midlands, before moving to work as a Policy Officer for the Children’s Commissioner for England. With a particular passion for challenging inequality in the education system and a desire to work more directly with young people, she subsequently joined King’s College London, where she now works as a Widening Participation Officer.
Dr Chris Wilson  
CEO, The Brilliant Club  
@BrilliantClub

Dr Chris Wilson is the CEO at The Brilliant Club, an education charity committed to supporting the progression of under-represented pupils to university by mobilising the research community to work with schools. During his time at The Brilliant Club, Chris has been a PhD tutor, rolled out the charity’s provision across the UK, co-founded the teacher training programme Researchers in Schools, and launched the charity’s five-year strategy, The Path to Outcomes. Chris trained as a medieval historian at the universities of Cambridge and Exeter.

Claire Ungley  
Raising Aspirations and OxNet North East Co-ordinator, Southmoor Academy  
@claire_ungley

Claire Ungley is the Raising Aspirations and OxNet North East Co-ordinator for Southmoor Academy in Sunderland, and supports students aged 8-18 with realising their ambitions and accessing networks of advice to increase their cultural capital. Whilst studying History at Durham University, Claire became particularly interested in educational disadvantage and social mobility through her role as a Durham Student Ambassador. She has since completed a Master’s in Education, specialising in coastal isolation and access to HE. Claire is also a qualified History Teacher, and previously worked at Dyke House School in Hartlepool as a teacher and Aspirations Coordinator.

Professor Daniel Muijs  
Deputy Director, Research and Evaluation, Ofsted  
@ProfDanielMuijs

Daniel is Deputy Director with responsibility for Ofsted’s research and evaluation programme. This includes oversight of Amanda Spielman’s new multi-year research programme into the curriculum across all phases of education, and ensuring the 2019 Education Inspection Framework is informed by the best possible evidence from research and academia.Previously Daniel was Professor of Education at the University of Southampton. You can follow him on twitter @ProfDanielMuijs.

Elena Tucker  
Recruitment Administrator, Researchers in Schools, The Brilliant Club

Elena joined the RIS team in November 2018 as a Recruitment Administrator. Her interest in education began when she worked as a teaching assistant in local primary schools after leaving school. She graduated from the University of Oxford in 2016, where she read History, before spending a year working in the education sector as an unqualified teacher, teaching assistant, tutor and research assistant. Prior to joining the charity, Elena completed an MPhil in Modern British History at the University of Cambridge, researching sibling relationships in Edwardian families.
Eliza Kozman  
**Research Manager, Centre for Transforming Access and Student Outcomes (TASO)**

Eliza is Research Manager at the Centre for Transforming Access and Student Outcomes (TASO) previously known as the Evidence and Impact Exchange (EIX). She is on a secondment from her role as Research Fellow at the Behavioural Insights Team where she conducts research with a focus on reducing inequality in education. Eliza is also undertaking a PhD at University College London where her work focuses on how role models can help tackle identity-based barriers to education. Previously, Eliza worked in higher education policy with a focus on issues relating to admissions and widening participation.

Ellie Mulcahy  
**Head of Research, LKMco**  
[@elmulcahy](https://twitter.com/elmulcahy)

Ellie Mulcahy is Head of Research at the education and youth think-and-action tank LKMco. She previously worked as an Early Years teacher and since joining LKMco has conducted research on a range of education topics from the early years to higher education. Ellie authored a series of reports on underrepresented groups in higher education and strategies to widen access and has recently worked with NCOP West Midlands to identify specific barriers to higher education entry in the region and evaluate NCOP widening participation activities. Ellie also has a particular interest in youth homelessness and problem gambling.

Hannah Guy  
**Data, Monitoring and Evaluation Officer, Aspire to HE, University of Wolverhampton**

Hannah has worked with young people for 13 years, supporting them with overcoming barriers into education and providing careers advice. She has developed support services through evaluation and helped the careers service focus delivery on young people where it is needed. Hannah’s passion for evaluation and development continues in the widening participation sector working for Aspire to HE alongside LKMco.

Holly Hinks  
**Personal Assistant to the Chief Programmes Officer and National Programme Directors, The Brilliant Club**

Holly joined The Brilliant Club in December 2017 as the Personal Assistant to the Chief Programmes Officer and National Programme Directors. Holly graduated from the University of Nottingham with a BSc in Psychology. At university, Holly worked as a student ambassador for the Widening Participation team and was a Social Secretary for the University Trampolining Club. Before joining The Brilliant Club, she worked as a Team Leader for the National Citizen Service summer programme and then as a Product Support Assistant for a learning journal software company.
Jenny Paterson  
**School Programme Director, Researchers in Schools, The Brilliant Club**  
Jenny has taught in a number of schools over twenty years, during which time she has been a Head of Department, an Assistant Headteacher of Teaching and Learning and a Head of Sixth Form. The majority of Jenny’s teaching for over 10 years was sixth form teaching and Jenny was responsible for the UCAS process. Jenny has always taught in schools where students were normally the first in their family to go to university, so has experimented with a range of activities and ideas to help prepare and persuade students to make the leap. Jenny is now the School Programme Director for Researchers in Schools, a route into teaching for those with a PhD, with a focus on university access.

Joanna Clark  
**Programme Manager, AccessEd**  
@AccessEd @joanna_feq  
Joanna joined AccessEd in 2018 as Programme Manager. She is a qualified English teacher and has worked in secondary schools across London. Before joining the organisation, she was the Deputy Head of English at Morpeth School in Bethnal Green before leaving the classroom to join Researchers in Schools, where she supported PhD graduates to become highly-effective classroom teachers.

Dr Katie Jones  
**Research and Evaluation Manager, The Brilliant Club**  
@DrKatieLJones  
Katie Jones is the Research and Evaluation Manager at The Brilliant Club. Her role is to evaluate the effectiveness of internal and external programmes that aim to increase the numbers of underrepresented students accessing highly-selective universities. Before joining The Brilliant Club, Katie completed a PhD in cognitive psychology at the University of Warwick. Her research investigated how the brain prioritises the processing of social information relating to the self and other individuals.

Kike Agunbiade  
**National Programme Director, Researchers in Schools, The Brilliant Club**  
@RISchools  
Kike is the National Programme Director at The Brilliant Club and runs Researchers in Schools, a tailored route into teaching exclusively for PhD graduates. Prior to this, Kike was a Senior Education Lead at SSAT, where she led on a middle and senior leadership programmes, Teaching Schools and their school improvement framework. Having originally trained as a Science teacher, Kike spent five years working at Teach First, where she was the North London Manager. Kike has also worked for a range of charities in roles to support and develop teachers. She holds an MBA in Education from Keele University and is a fellow of the RSA.
Laura Compton  
**Managing Director, The Elephant Group**  
@TheElephantGroup

Laura is the Managing Director of The Elephant Group and oversees the organisation’s operations and governance, programme quality and growth to wider schools and regions. Laura has particular experience in marketing, communications, events and operations across a range of not-for-profit and membership organisations, including several in the higher education sector.

Leanne Adamson  
**National Programme Director, The Scholars Programme, The Brilliant Club**  
@LeanneJAdamson

Leanne studied Joint Honours in Chemistry and Physics at Durham University, where she received a First Class BSc and MSci. Upon graduating in 2011, she joined the Teach First programme where she taught Science at Churchill Community College in Newcastle for two years. She joined The Brilliant Club as a Programme Officer in 2013 and became National Programme Director for The Scholars Programme in 2017.

Lottie Norton  
**Data Analysis Officer, The Brilliant Club**

Lottie joined The Brilliant Club as Data Analysis Officer in November 2018. Lottie has an MSc in Social Research Methods from UCL’s Institute of Education. Her research interests are education and adolescent development. Before undertaking her Masters, Lottie obtained a BA in Philosophy, Politics and Economics from the University of Sussex. Whilst at university, Lottie volunteered for The Role Models Project, facilitating sessions on academic, personal and social issues with young people at schools across Brighton. Alongside this Lottie gained experience working as a research assistant for academics at some of the UK’s leading research-intensive universities.

Dr Mary Bousted  
**Joint General Secretary, National Education Union**  
@MaryBustedNEU

Dr Mary Bousted is joint general secretary of the National Education Union. Mary represents the interests of her members to the government, and to a wide variety of other stakeholders. As the education union, NEU leads the debate on key educational issues with strong policy positions on, for example, assessment and curriculum changes; school accountability and school structures. Mary contributes regular articles for newspapers and education journals and appears frequently on national media. She sits on the executive committee of the Trades Union Congress (TUC) and was a member of the ACAS board. Mary is also an accomplished public speaker and has debated at the Oxford Union. Mary previously worked in higher education at York University, Edge Hill University and at Kingston University where she was Head of the School of Education. Prior to this Mary was a Head of English, and English teacher in comprehensive schools in North London.
Michael Slavinsky
Founding Director, The Elephant Group / Deputy Head of Sixth Form, Oasis Academy South Bank
@michaelslav @TheElephantGroup
Michael is a founding Director of The Elephant Group and Deputy Head of Sixth Form at Oasis Academy South Bank, a comprehensive academy in Lambeth, London where he teaches French and English. Before going back to teaching Michael was Education Director at The Brilliant Club. In his current role he is responsible for supporting students towards their destinations after A-levels. The Elephant Group brings together school leaders, heads of Sixth Form and university admissions teams to implement a shared university access strategy that aims to support the ‘top third’ attaining students in their respective schools into the ‘top third’ universities. The strategy involves advocating for fairer access alongside a programme of student activities and experiences that make up a curriculum for university access.

Michelle McAvoy
Schools Outreach Officer, Royal College of General Practitioners
@RCGP @TeamGP
The Royal College of General Practitioners is a membership organisation of 53,000. Michelle’s role is to support GP members who engage with school children around the UK explaining and promoting general practice; providing resources which contribute to PSHE core aims; Gatsby careers guidance benchmarks and convert evidence into best practice. Michelle is responsible for facilitating the long-standing, gold accredited, WP primary care work experience programme, in partnership with university medical schools. Having worked previously in widening participation at QMUL, she is providing knowledge and expertise to the RCGP who strive for primary healthcare teams to represent the communities they serve.

Miriam Styrnol
Senior Research and Evaluation Advisor for What Works, King’s College London / Manager, Centre for Transforming Access and Student Outcomes (TASO)
Miriam Styrnol is the Senior Research and Evaluation Advisor for What Works at King’s College London and the Evaluation Manager at the Centre for Transforming Access and Student Outcomes (TASO). Miriam leads on evaluation activities within King’s and provides advice and quality-assurance for non-academic staff members who are conducting or commissioning research. She holds postgraduate qualifications in Research Methods and Public Policy and is particularly interested in applying her methodological training to the practical university environment, while engaging others in the process.

Naomi Kellman
Senior Manager for Schools and Universities, Rare
@Naomi_Kellman
Naomi Kellman joined Rare in 2011, where she founded Target Oxbridge, a programme that has helped over 140 black African and Caribbean students secure Oxbridge offers, and currently supports 160 students a year. Naomi spent 2012 – 2015 working on education policy at the Department for Education and the Treasury, and has served as a secondary school governor. Naomi co-founded the BAME Fast Stream Network and the Oxford Black Alumni Network, and has made appearances on Sky News, BBC News, BBC Radio and Channel 5 News to discuss Oxbridge access. She is currently Rare’s Senior Manager for Schools and Universities, and a Trustee for Ebony Horse Club.
Dr Natalie Day  
**Area Director for the North of England, The Scholars Programme, The Brilliant Club**  
@nat_brilliant  
Natalie joined the Brilliant Club in April 2016 as a Programme Officer for the North of England. Prior to joining the charity, Natalie completed an ESRC-funded PhD in Sociology at Newcastle University, exploring the formal and informal sexual learning processes of young heterosexual women in Northeast Brazil.

Dr Richard Branch  
**Curriculum Manager, AccessEd**  
@_AccessEd  
Richard joined AccessEd in 2018 as Curriculum Manager. Before joining the organisation, he trained as a Physics teacher on the Researchers in Schools programme at Lampton School in west London, where he continues to teach three days a week. Prior to training on the programme, he was a postdoctoral research fellow in Biophysics at Harvard University.

Richard Eyre  
**Chief Programmes Officer, The Brilliant Club**  
@RREyre  
Richard leads the Programmes Division, which encompasses The Brilliant Club’s two programmes for schools and our Research and Impact Department. Before joining The Brilliant Club, Richard worked as a public policy and strategy consultant, advising education system leaders in the UK and internationally. From 2014-2016 he worked in Washington DC as strategy director at the US Education Delivery Institute. A graduate of the Civil Service Fast Stream, Richard spent the first nine years of his career in the Department for Education and then the Home Office, serving in a range of high-profile policy and delivery roles spanning education, children’s policy and policing and security. He holds a master’s degree from the University of Cambridge, where he studied Law.

Roz Webster  
**Widening Participation Officer, The University of Manchester**  
@UoMSchools  
Roz is a Student Recruitment and Widening Participation Officer at The University of Manchester, working to deliver outreach projects with prospective students from disadvantaged backgrounds. Mainly focused on subject areas within our Faculty of Biology, Medicine and Health, but also working on a range of initiatives promoting the value of research to students, such as The Brilliant Club and EPQ support. She is an alumnus of the University, graduating from BA and MA degrees at Manchester. Roz is a member of the University’s Board of Governors, and also serves as Community Governor and Safeguarding Lead in a local state secondary school.

Sally Holt  
**Policy Officer, The Brilliant Club**  
@SallyAnnHolt  
Sally joined The Brilliant Club in 2016 and has worked in several different roles at the charity before her current role as Policy Officer. Previous to this, Sally worked for three years at Dyke House College in Hartlepool, firstly as part of the team setting up the Sixth Form and latterly, as the Aspirations Coordinator, creating a whole school progression programme for pupils from Year 5 to Year 13. Sally is currently completing a PhD at UCL, looking at school-university relationships in widening participation.
Dr Sam Baars  
**Director of Research, LKMco**  
@sambaars

Dr Sam Baars is Director of Research at the youth and education think-and-action-tank LKMco. Sam’s research interests are in young people, area-based inequalities, social science impact and local economic development. He has experience designing and conducting research projects drawing on a range of methods, from film-based work in schools to rapid research reviews and large-scale survey analysis, delivering insights for central and local government, education institutions, and a range of organisations in the third and private sectors. Sam’s doctoral research included two years of fieldwork in an alternative provision setting, working closely with a group of boys in a deprived neighbourhood south of Manchester in order to explore their aspirations and how these were shaped by their neighbourhood. Sam has since published widely on white working class boys’ aspirations, and the need for social research to be of practical benefit to disadvantaged communities.

Scott McGrory  
**Widening Participation Officer (K+), King’s College London**  
@ScottMcGrory28

Scott has recently joined the Widening Participation department at KCL to lead on the operational delivery of the K+ programme, working with students across Greater London in Year 12 and 13 to prepare for the transition to university and make informed choices about their next steps. Prior to this, he has been involved in a range of widening participation programmes, including the design and launch of the Feltham Futures project for the Reach Children’s Hub. Scott graduated with a BA in Law from the University of Cambridge and is currently undertaking an MA in Education Policy at UCL.

Soumia Arif  
**Teacher of Geography/Head of House, Plumstead Manor School**

Soumia Arif is a geography teacher in an inner London school, who trained through the Teach First programme, completing her Postgraduate Diploma in Education at UCL’s Institute of Education. Over the past year she has been an advocate on the King’s Advocate Award. This has been an opportunity for her to become more involved in widening participation and has given her greater confidence to support her own students from WP backgrounds. Having graduated from King’s herself and returning in the Autumn to study for a Master’s in Geopolitics, she is immensely proud of the work King’s are doing to make university an accessible option to those who wish to pursue it.

Steph Hamilton  
**Area Director for the South of England, The Scholars Programme, The Brilliant Club**  
@steph1912ham

Steph joined The Brilliant Club in August 2015 as The East of England Regional Director. She graduated from Durham University in 2012, where she studied Anthropology. Prior to working at The Brilliant Club, Steph was Head of Biology and Aspirations Coordinator at Dyke House Sports and Technology College, Hartlepool, where she taught for three years, after training with Teach First. As part of her role Steph was also the Lead teacher for The Scholars Programme at Dyke House, seeing many of her own pupils through the programme. Steph is passionate about extending access opportunities to rural and coastal communities, an interest which has grown out of her work in the North East and work in the East of England. In 2017 Steph moved to lead the South of England team and school partnership work nationally, aiming to ensure that every school, regardless of geography, has access to the programme.
## Timetable for the Day

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<th>Time</th>
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<tr>
<td>9.20am</td>
<td>Franklin-Wilkins First Floor Café Area</td>
<td>Arrival and Refreshments</td>
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| 10.00am| Franklin-Wilkins B.5 Auditorium | Opening and Keynote  
  Welcome by Anne-Marie Canning, King’s College London  
  Keynote Address by Dr Mary Bousted, National Education Union  
  Launch of ‘Barriers to Access’ Report and Briefing for Collaboration Session by Richard Eyre, The |
| 10.45am| Transition                     |                                                                         |
| 10.55am| Collaboration Breakout Sessions | Removing The Barriers: Effective School-University Partnerships  
  Workshop  
  Dr Chris Wilson, The Brilliant Club;  
  Elena Tucker, The Brilliant Club;  
  Holly Hinks, The Brilliant Club;  
  Dr Katie Jones, The Brilliant Club;  
  Kike Agunbiade, The Brilliant Club;  
  Leanne Adamson, The Brilliant Club;  
  Lottie Norton, The Brilliant Club;  
  Richard Eyre, The Brilliant Club;  
  Sally Holt, The Brilliant Club;  
  Steph Hamilton, The Brilliant Club |
| 11.45am| Transition                     |                                                                         |
| 11.55am| Curricula Breakout Sessions   | Collaborative Approaches To Supporting Pupil Attainment and University Progression  
  Presentation  
  Scott McGrory, King’s College London  
  Joanna Clark, AccessEd  
  Dr Richard Branch, AccessEd  
  Designing A University Access Curriculum: What Should All Sixth Formers Do To Get In?  
  Workshop  
  Laura Compton, The Elephant Group  
  Michael Slavinsky, The Elephant Group/Oasis Academy South Bank |
| 12.45pm| Franklin-Wilkins First Floor Café Area | Lunch                                                                   |
| 1.25pm| University Readiness Breakout Sessions | Competitive Courses: Getting Pupils Ready To Apply  
  Presentation  
  Naomi Kellman, Rare  
  Michelle McAvoy, Royal College of General Practitioners  
  King’s Advocate Award: Engaging Teachers And Social Workers In Widening Participation  
  Workshop  
  Charlotte Mannix-Pole, King’s College London  
  Soumia Arif, Plumstead Manor School |
| 2.15pm| Transition                     |                                                                         |
| 2.25pm| Franklin-Wilkins B.5 Auditorium | Afternoon Welcome and Keynote  
  Welcome by Kike Agunbiade, The Brilliant Club  
  Keynote Address by Professor Daniel Muijs, Ofsted |
| 2.55pm| Franklin-Wilkins B.5 Auditorium | Close  
  Dr Chris Wilson, The Brilliant Club |
| 3.10pm - 4.10pm| Franklin-Wilkins First Floor Café Area | Drinks Reception and Networking |

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<table>
<thead>
<tr>
<th>Session Title</th>
<th>Presentation/Workshop Details</th>
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Dr Natalie Day, The Brilliant Club  
Roz Webster, The University of Manchester                                                                 |
| Southmoor Academy’s 10-Year Aspirations Programme For Students Aged 8-18     | Claire Ungley, Southmoor Academy                                                                |
| What Knowledge Do Pupils Need To Progress To Higher Education?               | Ellie Mulcahy, LKMco  
Dr Sam Baars, LKMco  
Ben Tucker, Aspire to HE, University of Wolverhampton  
Hannah Guy, Aspire to HE, University of Wolverhampton                          |
| Myths Of Perfectionism And Student Mental Health                              | Professor Andrew Hill, York St University                                                        |
| The Student Journey: Using Routine Administrative Tasks To Get Novel Insights | Eliza Kozman, Centre for Transforming Access and Student Outcomes (TASO)  
Miriam Styrnol, King’s College London/ Centre for Transforming Access and Student Outcomes (TASO) |
| The Transition To University: How Can We Prepare Pupils For Their Next Steps?| Jenny Paterson, The Brilliant Club                                                             |
Removing The Barriers: Effective School-University Partnerships

Workshop with Dr Chris Wilson, The Brilliant Club; Elena Tucker, The Brilliant Club; Holly Hinks, The Brilliant Club; Dr Katie Jones, The Brilliant Club; Kike Agunbiade, The Brilliant Club; Leanne Adamson, The Brilliant Club; Lottie Norton, The Brilliant Club; Richard Eyre, The Brilliant Club; Sally Holt, The Brilliant Club; and Steph Hamilton, The Brilliant Club

Collaborative Approaches To Supporting Pupil Attainment and University Progression

Presentation with Scott McGrory, King’s College London; Joanna Clark, AccessEd; and Dr Richard Branch, AccessEd

This session will provide an overview of two collaborative projects designed to support pupils’ academic achievement. The session will present the K+ Raising Attainment project, a unique partnership between King’s College London and teachers at Camden School for Girls which aims to boost the A-level grades of pupils on King’s flagship post-16 widening participation scheme, K+. You will hear how the project works from those involved and the impact of the project so far. AccessEd will present on their ReachUni programmes for schools and their Research Based Curricula resources, a library of curriculum-linked handbooks created by PhD students based on their research. You will hear how the resources were created, how they are used by teachers and pupils in schools, how they support progression to university, reflections and future plans.

Designing A University Access Curriculum: What Should All Sixth Formers Do To Get In?

Workshop with Laura Compton, The Elephant Group; and Michael Slavinksy, The Elephant Group/Oasis Academy South Bank

The Elephant Group ‘brings school principals and university admissions teams together to support their students into top universities’. This session will present The Elephant Group’s approach to collaboration, but also dive into the detail of what activities 16-18 year olds should be doing to give themselves the best chance of getting in. This will be an interactive workshop in which delegates will be asked to consider what sixth form pupils should do in order to progress to university and sequence it into a tight curriculum. The session will invite feedback on The Elephant Group’s version of this, which is called Elephant Access. They have identified 16 things that all Sixth Formers should do, and delegates will be offered the opportunity to critique this approach, as well as borrow practical ideas for supporting their own pupils to access university.

Competitive Courses: Getting Pupils Ready To Apply

Presentation with Naomi Kellman, Rare; and Michelle McAvoy, Royal College of General Practitioners

In this session, delegates will hear about the specific challenges of accessing competitive courses and two approaches to supporting pupils to make successful applications. Rare will present Target Oxbridge, a free programme that aims to help black African and Caribbean pupils and pupils of mixed race with black African and Caribbean heritage increase their chances of getting into the Universities of Oxford or Cambridge. You will hear about engaging with pupils and parents to support informed subject choices and practical ways to prepare pupils for applications, entrance exams and interviews. The Royal College of General Practitioners will present their widening participation primary care work experience programme for pupils interested in medicine, delivered in collaboration with universities and GP practices. You will hear about the challenges around understanding and accessing meaningful work experience; plans to launch a virtual work experience platform; and a new programme aimed to increase pupils’ knowledge of medical and health related topics and their confidence to articulate this knowledge to support university applications.

King’s Advocate Award: Engaging Teachers And Social Workers In Widening Participation

Workshop with Charlotte Mannix-Pole, King’s College London; and Soumia Arif, Plumstead Manor School

Teachers and social workers are central figures in the lives of young people, responsible for inspiring and encouraging them to realise their potential. This session will explore the ways in which universities can work with teachers and social workers to provide young people with the information, guidance and support structure to progress into higher education. Attendees will learn about the King’s Advocate Award and its practical approach to engaging with these professionals.
This session will bring together teachers, university widening participation practitioners and third sector organisations in an interactive workshop to unlock the biggest barriers to effective school-university partnerships for fair access. Delegates will hear about The Brilliant Club’s latest research on school-university partnerships, which is based on a survey of over 3,000 teachers conducted for The Brilliant Club by Teacher Tapp and interviews with teachers and university staff. Using this research as a starting point, the session will enable those from across the sector to identify the most pressing challenges for partnership working, consider practical solutions and suggest policy ideas which will be fed back to the Department for Education.

Making Impact Evaluation Work For Schools, Universities and Charities

Presentation with Lottie Norton, The Brilliant Club; Dr Natalie Day, The Brilliant Club; and Roz Webster, The University of Manchester

Establishing ways to measure programme impact makes partnerships more strategic. During 2018-19 the University of Manchester and The Brilliant Club have supported 112 schools and 29 PhD researchers together, through The Scholars Programme. Drawing on their own learning alongside best practice from the sector, this session will focus on how universities and third sector organisations can develop a strategic and collaborative approach to setting outcome-focused targets and meaningfully evaluating the impact of attainment-raising activities in schools.

Southmoor Academy’s 10-Year Aspirations Programme For Students Aged 8-18

Workshop with Claire Ungley, Southmoor Academy

Southmoor Academy is trialling an ambitious 10-year Aspirations Programme, working with students from primary and secondary schools across Sunderland and the North East. Claire Ungley is Southmoor’s Aspirations Coordinator and takes a lead on working directly with the students. The programme’s aim is to tackle educational disadvantage and improve social mobility in the local area, whilst empowering schools to support students with their aspirations. This workshop will provide an overview of the programme’s five elements, combined with a practical opportunity to try out some activities offered to students at different key stages, from Year 4 to Year 13.

What Knowledge Do Pupils Need To Progress To Higher Education?

Presentation with Ellie Mulcahy, LKMco; Dr Sam Baas, LKMco; Ben Tucker, Aspire to HE, University of Wolverhampton; and Hannah Guy, Aspire to HE, University of Wolverhampton

On the surface, many widening participation programmes focus on raising young people’s aspirations, attitudes and soft skills. However, practitioners also recognise that there is a specific set of ‘core knowledge’ seen as crucial to removing barriers to HE, particularly in relation to dispelling myths around cost and access. The NCOP provider Aspire to HE commissioned LKMco to work with their teams and partners to identify what this core knowledge is, and to draw it together into a cohesive curriculum that shows progression over time for a young person in the West Midlands. This session explores the research that underpins the curriculum, and sets out the outcomes and benefits of this innovative approach to widening participation.

Myths Of Perfectionism And Student Mental Health

Presentation with Professor Andrew Hill, York St John University

Researchers have studied perfectionism in a scientific manner for over 30 years. Over the course of this research we have learned a great deal about perfectionism. However, unfortunately, despite considerable progress, perfectionism remains misunderstood by many researchers and practitioners. The talk will focus on “myth busting” and show how perfectionism is relevant to all of us to some degree. In addition, drawing on research in education and other contexts, it will be illustrated that while perfectionism can be a powerful motivational force, it also can come at significant cost to performance, motivation, and wellbeing in achievement contexts such as education. Practical resources will be provided and discussed.

The Student Journey: Using Routine Administrative Tasks To Get Novel Insights

Presentation with Eliza Kozman, Centre for Transforming Access and Student Outcomes (TASO); and Miriam Styrnol, King’s College London / Centre for Transforming Access and Student Outcomes (TASO)

This session explores how King’s used existing student data as an innovative opportunity to understand and support its diverse student body. Using the example of our annual enrolment task, we will show how regular contact points can be leveraged to gain longitudinal insights into the student experience and, as a result, transform how the institution perceived and supported its students. We will discuss the extent to which these administrative tasks may be of use for application in schools and how it can help to inform student support long before participants enter university. Participants will be invited to discuss their own context and will leave the session with a better understanding of the research on and application of increasing students’ sense of belonging and satisfaction with their institution.

The Transition To University: How Can We Prepare Pupils For Their Next Steps?

Workshop with Jenny Paterson, The Brilliant Club

This session aims to understand the reasons why we need to prepare pupils for university and discuss practical ideas on how to support their transition to university. This session will be relevant for both university and school professionals, with the intention of increasing understanding of what schools can do to produce university-ready pupils and what universities can do to support student success.
About The Brilliant Club

Mission
The Brilliant Club exists to increase the number of pupils from underrepresented backgrounds progressing to highly-selective universities. We do this by mobilising the PhD community to share its academic expertise with state schools.

In pursuit of this mission, The Brilliant Club runs two core programmes:

The Scholars Programme
We recruit, train and place doctoral and postdoctoral researchers in schools to deliver programmes of university-style tutorials, which are supplemented by two university trips.

Researchers in Schools
We recruit PhD graduates, place them as trainee teachers in schools and support them to develop as excellent teachers and research leaders committed to closing the gap in attainment and university access.

In 2017/18:

- We reached 12,254 pupils across our programmes and special projects
- We worked with 714 schools and 38 universities
- 78% of the pupils enrolled on our programmes were from at least one of our target demographics
Impact Evaluation
For the last three years, The Brilliant Club has worked with UCAS to evaluate the impact of its programmes on progression to highly-selective universities.

The UCAS data shows that pupils who completed The Scholars programme in Year 12 applied, received offers from and progressed to highly-selective universities at the following rates:

- **79%** Applied to a highly-selective university
- **74%** Received an offer from a highly-selective university
- **56%** Progressed to a highly-selective university
- **52%** Progressed to a highly-selective university

When compared to control groups with similar characteristics, pupils who 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

And of Ever6FSM pupils:

- Compared to a national progression rate of 10% 

For further information about the charity’s work, please see our Annual Impact Report 2017/18.

Friends of The Brilliant Club
Why not become a Friend of The Brilliant Club? We would like to share news with you about our work, upcoming events and opportunities to network.

We recently held an event in the splendid surroundings of the V&A Museum of Childhood and heard speeches from Dame Sue John (Chair of Trustees of The Brilliant Club), Dr Chris Wilson (CEO of The Brilliant Club) and Michael Slavinsky (President of Friends of The Brilliant Club).

Please sign up to our growing network on our website, or by using the link in the Conference Digest.

Photos from the Friends of The Brilliant Club event at the V&A Museum of Childhood June 2019
Our Supporters

[Logos and names of various universities and organizations]
Barriers to Access: Five Lessons for Creating Effective School-University Partnerships

We are delighted to launch The Brilliant Club’s report on ‘Barriers to Access: Five Lessons for Creating Effective School-University Partnerships’ at our 2019 conference. This is the seventh publication in The Brilliant Club’s Impact Case Study Series, in which we identify some of the key barriers to widening access and discuss how these barriers can be addressed. All of our impact case studies are available on our website.

1. Which challenges are most pressing to school-university partnership work?

2. Why haven’t we solved these challenges yet?

3. What can we do to address these challenges?

4. What policy change would make the biggest difference to how we overcome these challenges?
The Brilliant Club Conference Timeline

- 2014: The Brilliant Club Conference 2014, King’s College London
- 2015: The Brilliant Club Conference 2015, King’s College London
- 2016: The Brilliant Club Conference 2016, Ormiston Sir Stanley Matthews Academy, Stoke-on-Trent
- 2017: The Brilliant Club Conference 2017, King’s College London
- 2018: The Brilliant Club Conference 2018, Nene Park Academy, Peterborough
- 2019: The Brilliant Club Conference 2019, King’s College London