



The Brilliant Club



Annual
Impact
Report
2018/19



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Welcome

Over the years, The Brilliant Club has developed a reputation for being hard-nosed. It is a charge that we accept: we have committed significant time and resource to evaluating and monitoring our programmes, celebrated when we have improved our processes and systems (and still challenge ourselves to go further), and strived to find models of working that are scalable and financially sustainable.

I hope that this impact report stands as testament to the success of this mindset, while being realistic about how much more there is still to do. There is, of course, a risk that in choosing to focus on the structural aspects of the charity's approach, we fail to show our passion for the charity's mission, our commitment to the pupils and participants on our programmes, or our personal connection to our work.

In my last year at the charity, with a creeping sentimentality and nostalgia, this is a good opportunity to state that my own connection to the work of the charity has never been stronger. This year, I have watched pupils from Edinburgh (where I am from and where my family still lives) complete The Scholars Programme for the first time. They didn't know it, but they were part of the charity's largest ever cohort of pupils from schools in England, Scotland, Wales and Northern Ireland. I have read articles written by pupils, published in our journal *The Scholar*, about medieval history – the subject that I taught and that I love. I have spoken with a new cohort of inspiring Researchers in Schools participants in west London, at the school where the programme began.

I will miss all of this so much, but I leave confident that my colleagues at the charity share the sense of magic that has been at the heart of our programmes from the very first tutorial. That moment when an expert – perhaps the world-expert in their field – shares their passion for their research with a pupil at one of our partner schools. Time and again we have seen how that interaction can transform a pupil's attitude to studying at university, while simultaneously building their academic knowledge and confidence, enhancing their chances of applying for, progressing to and being ready for university.

I hope this impact report captures some of this magic and that you will get the opportunity to see it in action.

Yours,
Dr Chris Wilson
CEO, The Brilliant Club



Why we exist

Mission

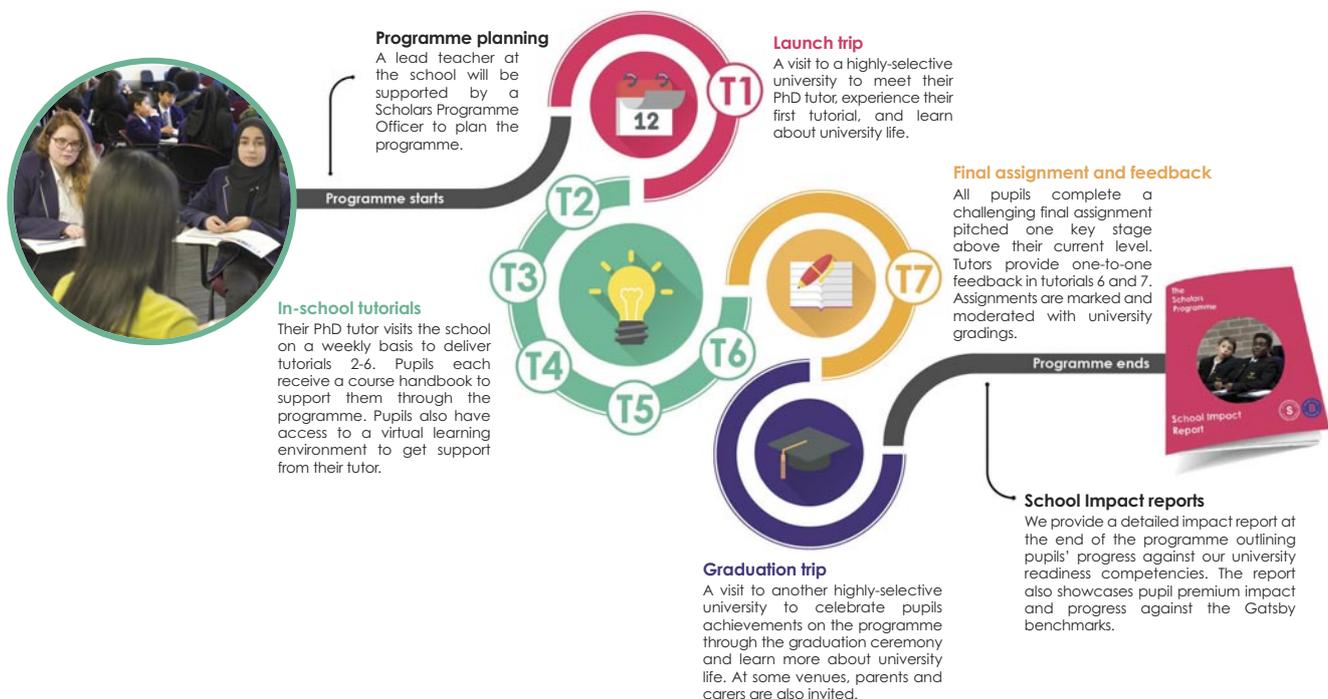
The Brilliant Club exists to increase the number of pupils from underrepresented backgrounds progressing to highly-selective universities. We do this by mobilising the PhD community to share its academic expertise with state schools.

In pursuit of our mission, we run two complementary programmes:



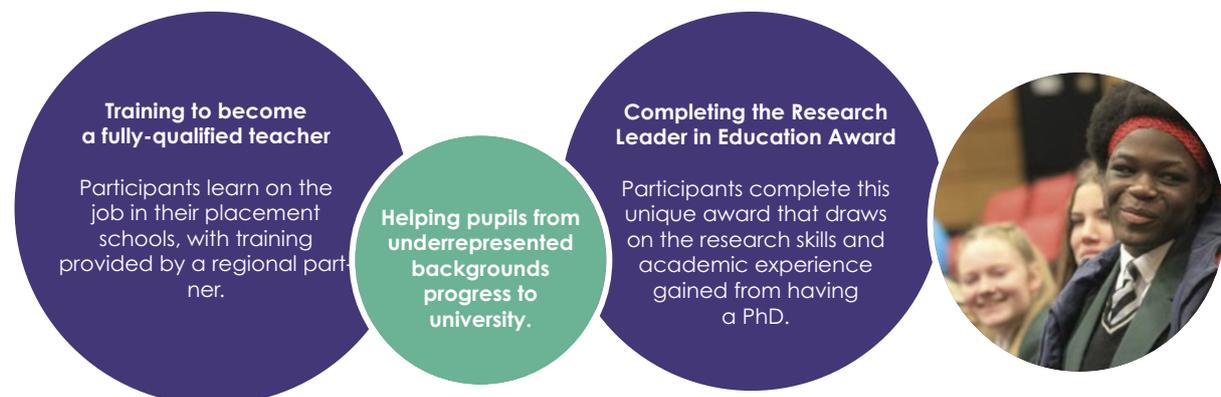
The Scholars Programme

The Scholars Programme recruits, trains and places doctoral and postdoctoral researchers as part-time tutors in schools to deliver programmes of university-style tutorials, based on academic research, which are supplemented by two university trips.



Researchers in Schools

Researchers in Schools (RIS) recruits PhD graduates, places them in schools as trainee teachers and supports them to develop as excellent teachers and research leaders.



Running two programmes that offer a wide variety of opportunities for schools, universities and researchers to engage with the charity helps The Brilliant Club move closer to achieving its mission.

The Need

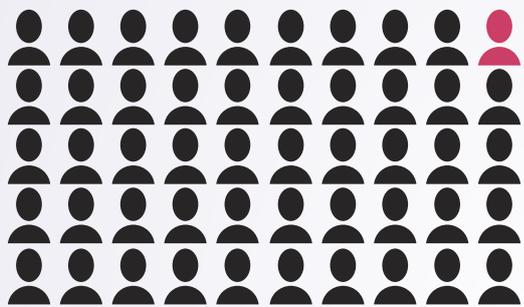
In the UK today, there is an entrenched link between a pupil's background and their chances of progressing to a highly-selective university.



IN ENGLAND

ONLY

1 in 50 of the 'most disadvantaged' pupils progress to a highly-selective university



COMPARED TO

1 in 4 of the 'most advantaged'



(UCAS Multiple Equality Measure)

IN SCOTLAND

ONLY

7% of pupils from the most deprived areas progress to a highly-selective university

COMPARED TO

26% of pupils from the least deprived areas

(Scottish Index of Multiple Deprivation)

IN NORTHERN IRELAND

ONLY

2% of young people from low participation areas progress to a highly-selective university

COMPARED TO

10% of pupils from high participation areas

(POLAR4 – Participation of Local Areas)

IN WALES

ONLY

4% of young people from low participation areas progress to a highly-selective university

COMPARED TO

22% of pupils from high participation areas

(POLAR4 – Participation of Local Areas)

2018/19 in numbers

For more information about our impact, please go to **p.8**

We worked with
13,993
pupils
across our
programmes and
special projects



Details of The Scholars Programme are on **p.12**

499
PhD tutors placed in
774
schools
to deliver
The Scholars Programme



Read about our approach to pupil targeting on **p.6**

81%
of pupils on our programmes came from at least one of our target demographics



2018/19
IN NUMBERS



123
Researchers in Schools participants taught in
87
schools



More information about our unique route into teaching is on **p.16**

We partnered with
843
schools
including 149 schools in social mobility cold spots and 183 in rural areas



Researchers in Schools participants delivered Uni Pathways to
386
pupils
in Key Stage 3 and Key Stage 4



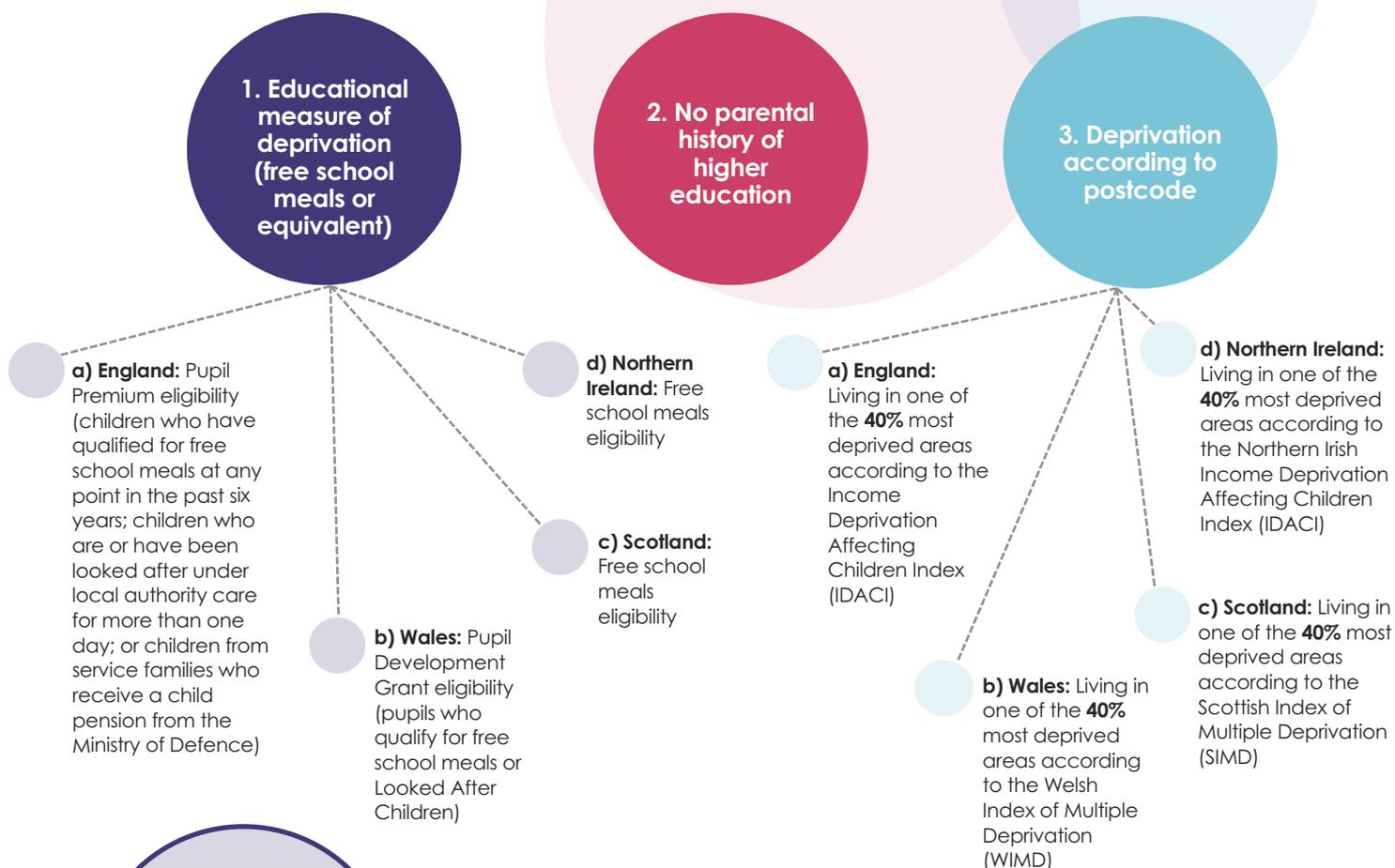
Further details about our work across the United Kingdom are on **p.19**

Read more about Uni Pathways on **p.17**

Pupil Targeting

The Brilliant Club's approach to pupil targeting means that our programmes are delivered to pupils who are least likely to be represented at highly-selective universities and that teachers have the freedom to select a range of pupils that are likely to benefit.

Our partner schools ensure that at least **55%** of pupils enrolled on The Scholars Programme or Uni Pathways, the intervention delivered by Researchers in Schools participants, meet at least one of three target measures:



Scholars Programme graduates who are eligible for Pupil Premium are significantly more likely to apply to a highly-selective university with 56% applying compared to 38% in the control group. See p.9

In 2018/19:

Pupil Premium, Pupil Development Grant or free school meals eligible

No parental history of higher education

Bottom 40% of IDACI, WIMD or SIMD postcodes

Overall meeting at least one of the three criteria

The Scholars Programme and Uni Pathways

45%

51%

63%

81%



A Scholar's Voice

My name is Shannon Gonzalez, I'm an 18-year-old student nurse at the University of East Anglia, studying the adult field of nursing. I live on campus, and share a flat with 11 other students.

I'm an Essex girl, I come from a small island called Canvey next to Southend-on-Sea. I went to Cornelius Vermuyden secondary school, which is where I took part in The Brilliant Club's Scholars Programme in Year 10. I then went on to study Biology, Chemistry, and Maths at A Level at Westcliff High School for Boys in which I achieved AAA.

Nursing was something I wanted to do since I was very young, I'd always wanted to help people where I could, and the busy hospital environment fascinated me. It took me a long time to decide whether to apply for nursing or medicine at UEA, but I knew I would enjoy nursing because there is more patient interaction.

My Scholars Programme course was about existentialism and was led by a PhD tutor called William Tucker. As a 15-year-old, existentialism was a completely new subject to me, but I was amazed by the topic. In your teens, you rarely think so deeply about life, but the encouragement from our PhD tutor to watch films and read Kafka really opened our minds to some great questions.

We visited the University of Cambridge when we first met William, then graduated and received our certificates at King's College London. The trips gave us all a great opportunity to have a look around some very prestigious universities and gave us a small taste of university life.

My favourite part of the programme was the content of the existentialism topic, which really grabbed my attention. It was something my friends and family had never heard of before, and so I was interested to find out more. The biggest lesson I learned from the programme was how long the essays at university would be, I'd never written a proper essay before and so it gave me insight to how that would be, and how they would be marked.

I recently recommended The Scholars Programme to my cousin who is also at Cornelius Vermuyden, as she had never considered university for her future, and I think it gave her a great idea of what it could offer.

I would tell pupils about to undertake The Scholars Programme that it is a lot of work, but if you really enjoy the subject and get stuck in, you'll learn something so new and interesting that you would otherwise never learn.

Schools would benefit from the programme by getting pupils more interested in university life, and raising their confidence levels. If they get a taste of university through this programme, and decide it's something they want to do, then they're going to work harder to make sure they get that student life experience!

Encouragement from our PhD tutor to watch films and read Kafka really opened our minds to some great questions.



Research and Impact

Our Research and Impact Department brings together a team of social scientists who work to understand the impact of our programmes on pupil outcomes. We use this evidence to inform how we measure and improve our programmes. This internal research and evaluation work is complemented by external evaluations that we commission to better understand specific research areas related to university access.

Alongside our commitment to understanding the impact of our own programmes, the Department supports the wider evaluation of university access and outreach interventions by providing research consultancy services to schools, universities and other third sector organisations.

External Evaluation

The Brilliant Club has commissioned the University of Cambridge to evaluate the impact of our programmes on pupils' cognitive outcomes. The evaluation is being led by Dr Sonia Ilie and Professor Anna Vignoles from the Faculty of Education.

The evaluation has two phases. First, the University of Cambridge is carrying out a desk-based review of the charity's research and impact work to date. Specifically, the review focuses on validating the charity's internal research and evaluation work. Secondly, the University of Cambridge is conducting a randomised controlled trial to assess the impact of The Scholars Programme on pupils' critical thinking skills.



The Brilliant Club

Impact Case Study Series

Raising the Bar: Driving Attainment to Increase University Access

March 2019

The Brilliant Club

Impact Case Study Series

Access Through National Collaboration:
Mobilising the PhD community to support university readiness with schools in Wales

June 2019

The Brilliant Club

Impact Case Study Series

Barriers to Access
Five lessons for creating effective school-university partnerships

July 2019

The Brilliant Club

Impact Case Study Series

Come for the mission, stay for the skills
Six lessons from linking researcher development and fair access

September 2019

Impact Case Studies

We published a series of Impact Case Study reports in 2018/19. Topics covered include how to measure the impact of university access interventions on raising attainment, the potential of mobilising the PhD community to support university readiness with schools in Wales, and lessons from linking researcher development and fair access.

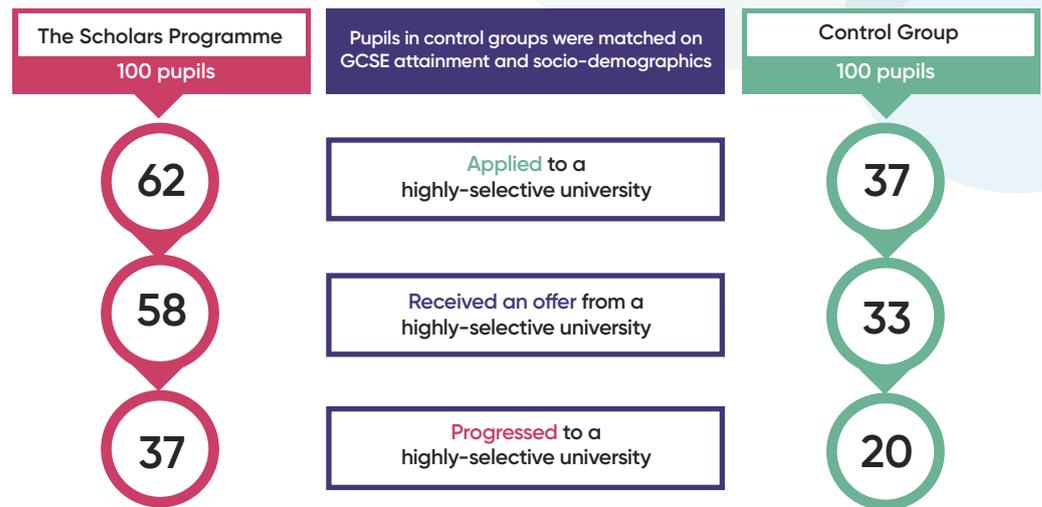
A highlight of the Impact Case Study series was the launch of our 'Barriers to Access' report at the annual Brilliant Club conference, which sparked conversations about what policy changes are required to ensure all schools across the country can take advantage of opportunities offered by universities and other third sector organisations. A summary of these conversations was submitted to the Department for Education to inform policy development on this important area.

UCAS Evaluation

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

For the fourth year running, pupils who completed The Scholars Programme are **statistically significantly more likely to apply, receive an offer and progress to a highly-selective university** than pupils from similar backgrounds.

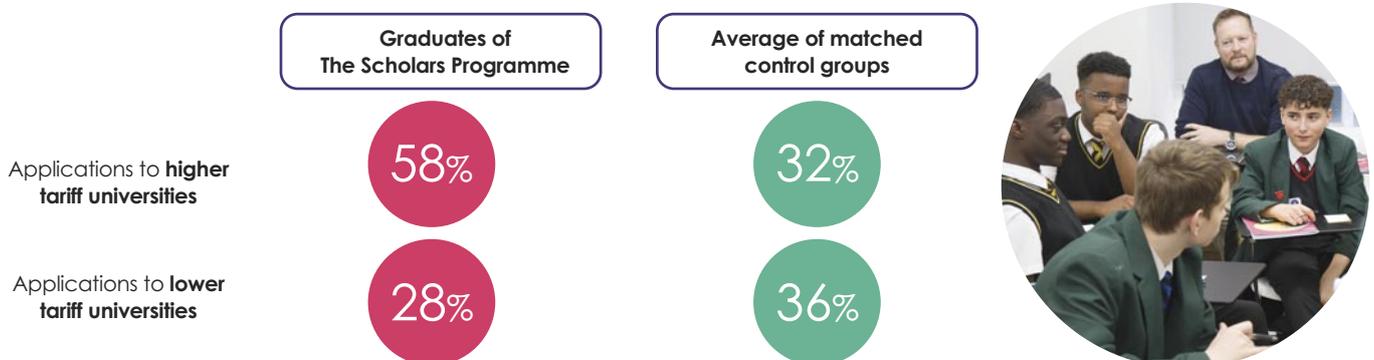
This year, UCAS compared outcomes for more than 800 Scholars Programme graduates with pupils in a number of matched control groups of a similar size. To provide a counterfactual analysis for progression to 'DfE Top Third' highly-selective universities, pupils in the control groups were matched for a range of characteristics, including ethnicity, postcode and prior attainment at GCSE.



Expanding the evaluation to younger age groups

For the first time this year, we include pupils who completed The Scholars Programme in Year 9, Year 10 or Year 12 (in previous years we only looked at Year 12), allowing us to evaluate **the impact of starting this type of intervention younger**. When including younger age groups, the overall difference remains significant for application, offer and progression to highly-selective universities. **As you can see above, 37% of Scholars Programme graduates progressed to a highly-selective university compared to 20% of pupils in matched control groups.**

Further analysis shows a difference in application behaviour: **Scholars Programme graduates aim higher than their peers, with 58% of them applying to what UCAS call 'high tariff providers' compared to 32% in the matched control groups.**



Continuous evaluation

Over the last four years, UCAS analysed the destination data of more than 1,900 pupils who completed The Scholars Programme in Year 9, Year 10 or Year 12 between 2015 and 2018. Of this group, 67% applied, 63% received an offer and 45% progressed to a highly-selective university.

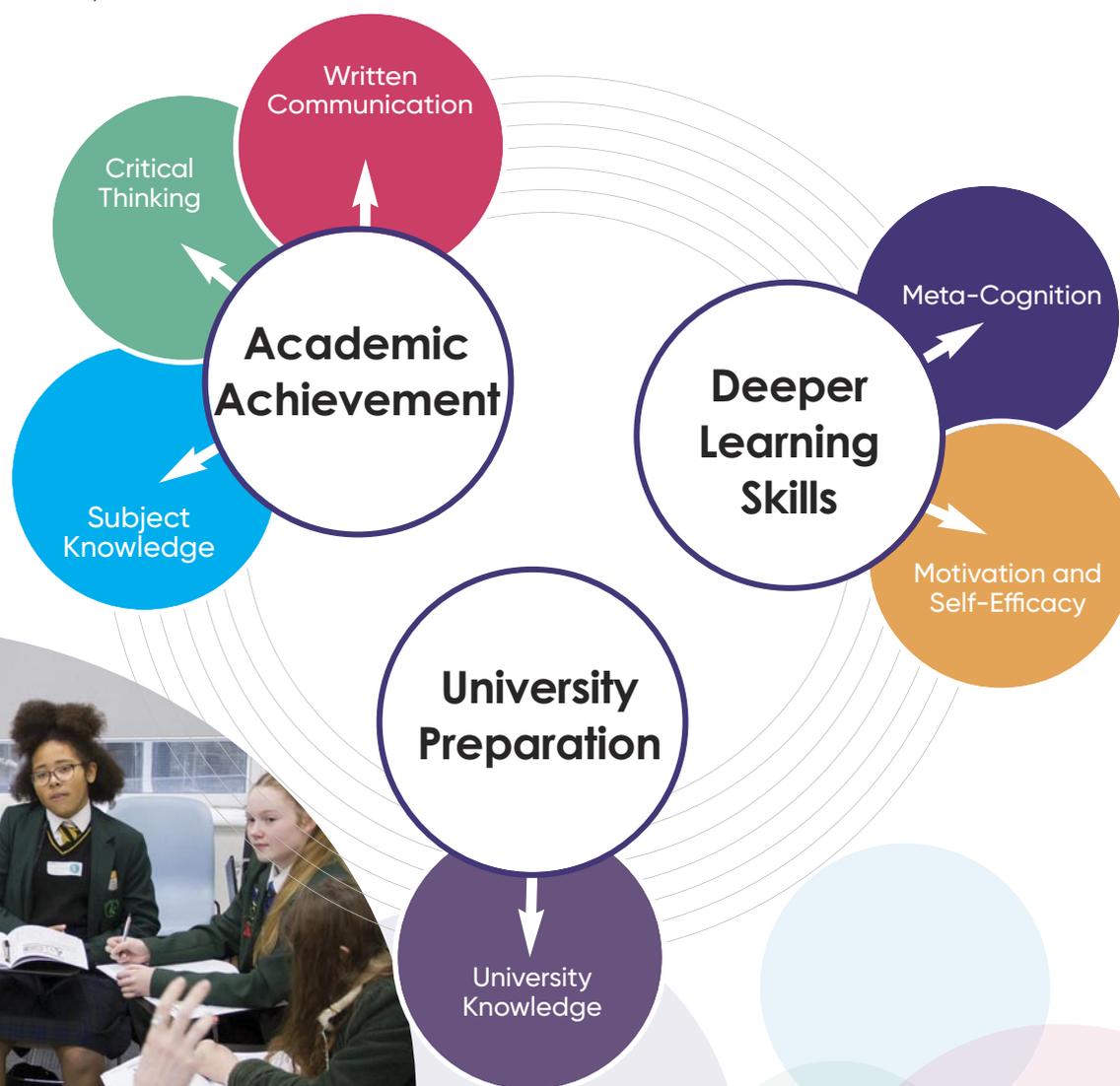
Pupil outcomes framework

In addition to tracking the long-term outcome of university progression, we believe it is important to look at the skills and knowledge that pupils develop while participating in our programmes.

The Brilliant Club's university readiness outcomes encompass skills and knowledge related to academic achievement as well as deeper learning skills. Academic achievement is about the skills and knowledge that pupils are explicitly learning in the context of The Scholars Programme or Uni Pathways. These include written communication, subject knowledge and critical thinking.

Deeper learning skills – encompassing meta-cognition, motivation and self-efficacy – are a broader set of skills that underpin the ethos of our programmes and which are transferable to different contexts. We also measure university knowledge. These outcomes were chosen because academic research shows that these outcomes are linked to higher attainment and university progression.

The measurement of our outcomes is through assessments administered at the beginning and end of the programme, including a baseline and final assignment, and a standardised self-report survey. We regularly review the academic literature and engage with experts in assessment and learning to make sure that we are measuring the right outcomes in the best possible way.



Pupil Outcomes

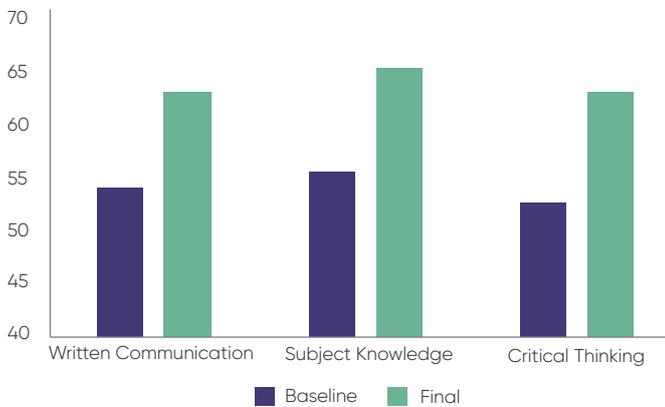
The Scholars Programme and Uni Pathways

These charts show outcomes for pupils that completed The Scholars Programme (age 9-17) and Uni Pathways (age 13-16).



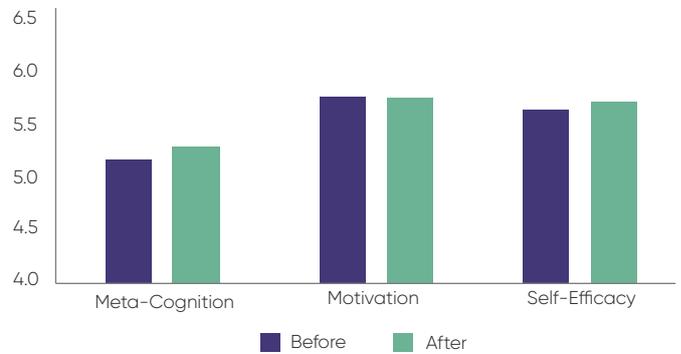
Academic Achievement

Based on baseline and final assignments of more than 8000 pupils
(marks are awarded according to a university-style mark scheme where, for example, marks between 60 and 69 are equal to a 2:1)



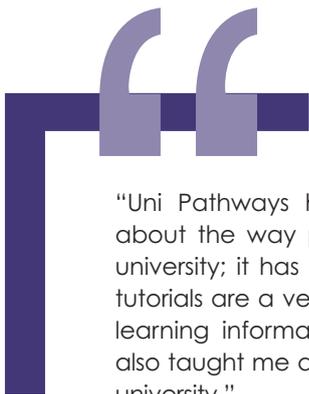
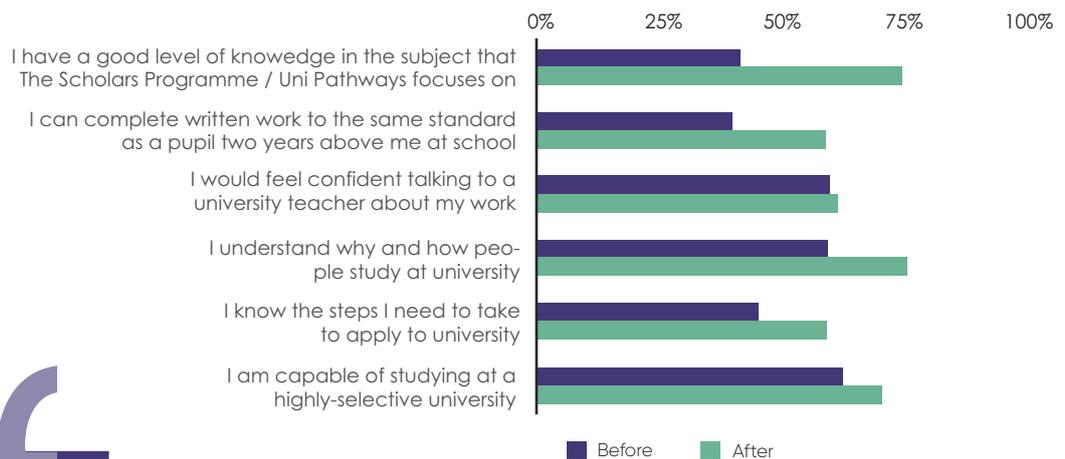
Deeper Learning Skills

Based on pre and post survey responses of more than 7500 pupils
(for each of the three deeper learning skills, pupils place themselves on a scale from one to seven for several statements)



University Preparation

Based on pre and post survey responses of more than 7000 pupils
(for each statement, pupils place themselves on a scale from strongly agree to strongly disagree. The graph presents the percent of pupils who strongly agree or agree)



“Uni Pathways has taught me about the way people learn in university; it has taught me that tutorials are a very useful way of learning information and it has also taught me about the joys of university.”

“I have learned about how to study well and where to find my sources of information for my essays. I have also learnt how to expand and evaluate on information and quotes that I have picked

up from different sources. Lastly, I have learnt how to plan well before an essay and how to improve on how I write.”

Pupils, Uni Pathways

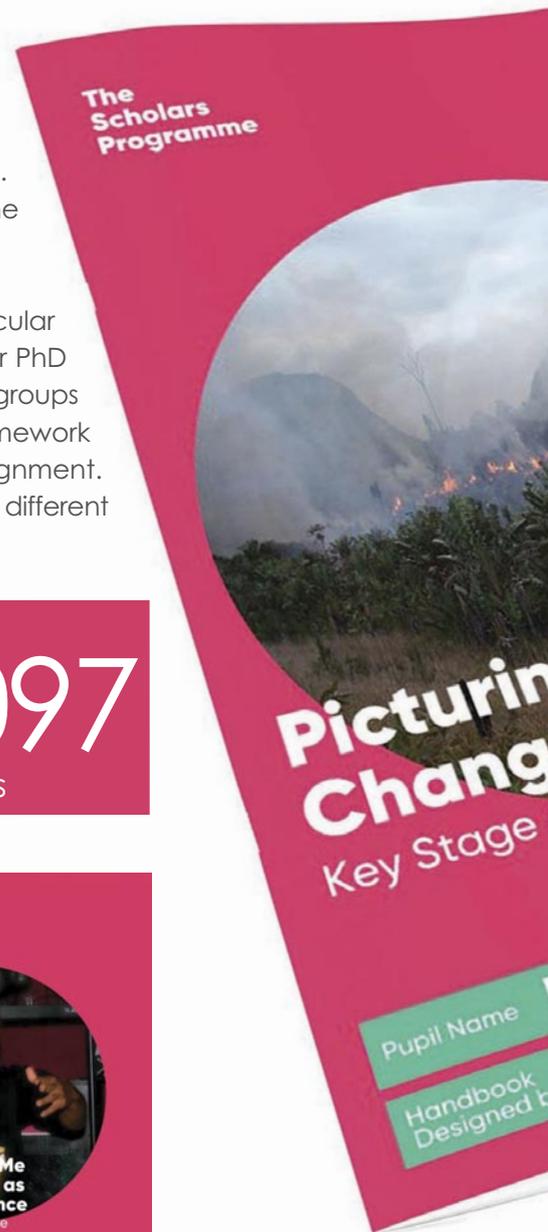
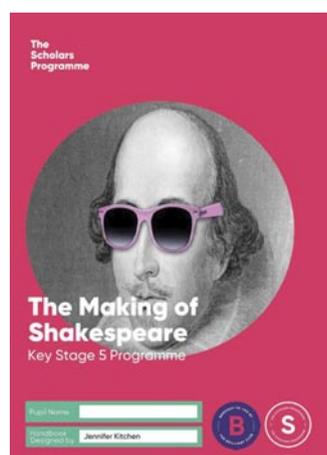
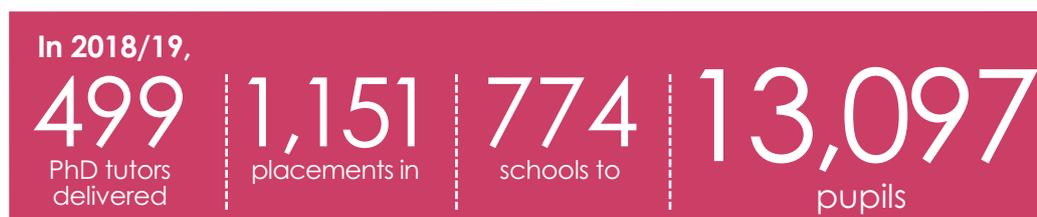
What we do



The Scholars Programme

The Scholars Programme recruits, trains and places doctoral and postdoctoral researchers in schools to deliver courses of university-style tutorials. Pupils are supported to develop key university readiness skills, including critical thinking and meta-cognition. In 2018/19, we worked in partnership with 40 universities to deliver the programme to schools across the UK.

The Scholars Programme introduces state school pupils to supra-curricular topics based on academic research, designed and delivered by their PhD tutor. Based on the tutor's expertise, each course is delivered to small groups in schools through seven university-style tutorials, with weekly homework assignments leading to the completion of a final assignment. The tutorials are supplemented by a launch and a graduation trip at two different highly-selective universities.



Early Intervention

Our intervention starts early: pupils can take part in The Scholars Programme from Key Stage 2 (age 9-11).

In 2018/19, The Scholars Programme was delivered to:



Course design and contents

Scholars Programme courses are individually designed by PhD tutors and are a unique aspect of the programme. Based on the tutors' own research, the courses are tailored to the age group of the pupils they will be working with. For younger pupils, we have a library of pre-designed programmes that have been developed in collaboration with our partners.

Timetable

The timetable sets out what pupils can expect from their time on the programme.

Rationale

An introduction to the course designed to excite pupils about the subject matter.

Glossary

Any difficult, subject-specific or technical language used throughout the course is explained.

Mark Scheme

This breaks down the university-style marking system and shows pupils what they will be required to demonstrate.

Final Assignment

Each course ends with an extended essay or problem set to be completed. This is pitched at a level above the pupils' current Key Stage.

Scholars VLE

Pupils have access to their PhD tutor and Information, Advice and Guidance resources through the Virtual Learning Environment. A new VLE was put into development in 2018/19.

Scholars HQ

In 2019, The Scholars Programme launched Scholars HQ, a unique online environment designed to make the administration of the programme a fast and simple process for schools.



"The Scholars Programme has opened up ample and amazing opportunities for me, and I am so humbled and grateful for it, it's helped me find a career that I feel with hard work I can thrive in. Without the help of my tutor's tutorials and mentoring, I wouldn't have even considered a career in Neuropsychiatry."

Pupil, Wales

Think Big Bradford

Building on the core Scholars Programme model, we also work with a number of partners to deliver tailored university outreach interventions to broaden and deepen our impact.

Think Big Bradford is an exciting collaboration between The Brilliant Club and Worcester College, University of Oxford, which aims to support pupils in Bradford to gain the academic skills and confidence to progress to highly-selective universities, including the University of Oxford and the University of Cambridge.

The intensive project works with groups of 12 pupils from five Bradford schools, starting in Year 8, with an option to continue in Year 11. It blends academic activities with mentoring and Information, Advice and Guidance sessions.



During their time on the programme, pupils:

Take part in The Scholars Programme twice

Work with a trained undergraduate mentor from Worcester College

Attend at least one IAG day in the Bradford area

Visit Worcester College in Year 8-Year 10, including a three-day residential visit in Year 9

The programme launched in 2017/18, and in 2018/19 we had two cohorts on the programme. 60 Year 9 pupils attended an Information Advice and Guidance day, took part in online mentoring with a Worcester College undergraduate, and then attended a residential at Worcester in June 2019, where they explored the question "Is a robot a human?" from a variety of disciplinary perspectives.

Also in 2018-19, a new cohort of 60 Year 8 pupils started their Think Big journey by taking part in The Scholars Programme. Launching at Worcester College, pupils then studied courses such as "Philosophy: Is there an external world?" and "Maths: Could stars float in the bath?", before graduating at the University of Leeds.

Results

Year 8 pupils in 2018/19 made an average 14-point shift in their written communication and subject knowledge, and 13 points in their critical thinking. They also exceeded national averages in their increases in meta-cognition, motivation and self-efficacy.

"It gave me a lot more inside knowledge about Oxford, whereas before, I could only base Oxford on stereotypes and media portrayals."
Year 8, Bradford Academy

"I feel more comfortable around this environment because of this trip and I believe this could be one of my options in the future. This trip was very comforting and helpful towards encouraging my attitude towards Oxford."
Year 8, Beckfoot Thornton School

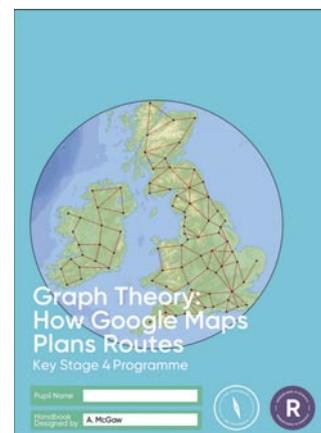
"I thought it was very informative and inspired me to work hard, do well and have ambitious aspirations."
Year 8, Bradford Forster Academy

Unique Insight: Alex McGaw



Alex McGaw started as a PhD tutor for The Scholars Programme in 2016 while studying Pure Maths at the University of Manchester. Over the next two years, he taught 13 Scholars Programme placements at 11 different schools, to 156 pupils.

Following this, Alex became a Researchers in Schools participant, beginning his teacher training in Autumn 2018, and has since delivered his Uni Pathways intervention to six pupils in his school. In 2019, Alex will be a lead teacher for The Scholars Programme for the first time, taking pupils from his school in Bolton through the programme.



Do you remember your Scholars Programme courses?

I designed two different courses, one for Key Stage 4 and one for Key Stage 5. The first was called "Graph Theory: How Google Maps Plans Routes". You don't encounter Graph Theory at all at GCSE, so that was a nice break from the pupils' usual Maths lessons.

The second course was called "Are Some Infinities Bigger than Others?", which was a bit of a mind-bending topic! When you go to university, that's the sort of Maths you're going to do in your first year, so it was good to teach it to pupils still at school.

What made you apply to be a Scholars Programme tutor?

I had done some teaching with undergraduates while I was doing my PhD and I really liked it. I've always enjoyed passing on knowledge, and I've had an opinion about maths education in general. I thought that The Scholars Programme was a great way to break into the education sector using the expertise that I had, and to be able to hone younger minds.

I believe that we can give higher education a boost to show people from underrepresented backgrounds that there is something in higher education for them, it's great to be part of that.

What was the most rewarding aspect of your time as a tutor?

The teaching was a real pleasure, working with pupils to open their eyes to higher education and broaden their horizons. When you see pupils who might not have left their hometown yet see university for the first time, that is special.

What made you want to become a teacher?

I felt that it was something I had an aptitude

for. I spoke to a lot of teachers during my time on The Scholars Programme, and used to ask them about the profession, about what they liked and didn't like.

I am passionate about education and I wanted to be able to make a difference from the inside.

What made the Researchers in Schools (RIS) programme stand out to you?

The initial attraction was that it is a bespoke programme for PhD graduates. I would get to be part of a community of PhDs, people with a similar academic background to my own. To be part of the education research community was important to me as well. It felt like the programme was designed for me, compared to a PGCE or another route into teaching. When I broke it down, it was the only route for me.

How has the RIS programme helped you so far?

My Programme Officer is absolutely brilliant as another source of advice and information. I appreciate having the RIS community to fall back on; bouncing ideas off like-minded people from similar backgrounds can really help.

How has your subject expertise helped in your school?

I think it is important for there to be a maths expert in the school. We are considering starting Further Maths next year, and I might be the person selected to run it. I think my expertise is appreciated on a professional level.

What's been your best moment as a teacher so far?

I have been doing some intervention classes with top set Year 11 with pupils whose grades we want to improve. I was chosen to run those classes, and the pupils value the

opportunity to expand their knowledge and be pushed.

One of the final assignments for my Uni Pathways course was absolutely stunning. The pupil had written 14 pages, all immaculately presented, and both the maths and style were impressive. It was incredible, and I submitted it for publication in The Brilliant Club's academic journal of pupil assignments, *The Scholar*.

What his school says:

"Alex has completed his training with the same enthusiastic and dedicated demeanour with which he began. His commitment to delivering a high-quality education and to engendering a love of his subject in his students is unwavering and he has a strong moral purpose, enhanced not just by his own personal experience, but by his interactions with the students of Essa Academy.

Alex has grasped securely the delicate balancing act he must maintain between being a subject specialist (and enthusiast) and delivering mathematical subject knowledge to a wide range of ages and abilities. He is always keen to consider new ways of achieving this goal, both in his own reflections and in discussion with his colleagues.

He has been a huge asset to Essa Academy, both in the classroom, and in his willingness to involve himself in the wider life of the school, through trips, visits and his Uni Pathways project."

Alex's QTS report
Essa Academy

What we do



Researchers in Schools

Researchers in Schools (RIS) is the only dedicated route into school teaching for postdoctoral career changers in the world. Over three years, participants on the programme achieve the Research Leader in Education award (RLE). The RLE is designed to ensure that Researchers in Schools participants are trained and supported to deploy the knowledge, skills and networks they have gained from their PhD to benefit pupils, schools and universities in three important ways:

To champion university access

To increase subject expertise

To promote education research

While working as classroom teachers, RIS participants have one day per week of protected time to achieve the three RIS aims through the RLE award. The Brilliant Club has created a unique programme which underpins the RLE award to meet the needs of schools and build on the strengths of its participants. The RLE is delivered in conjunction with world-class partners Sheffield Hallam University and OLEVI.

The RIS Journey

The three-year programme has distinct phases:

Year 1: Becoming a teacher and sharing expertise

Participants deliver an intervention to pupils, based on their own doctoral research, promoting access to university learning. This is called Uni Pathways.

Qualified teacher status (QTS)

Year 2: Increasing impact

Participants complete a GCSE intervention underpinned by the latest research on meta-cognition and retrieval. The intervention is based on a topic in the participant's subject where pupils need extra support.

Newly qualified teacher status (NQT)

Year 3: Leading pupil impact

Participants carry out an in-school education research project with Sheffield Hallam University, achieve the OLEVI Outstanding Leader in Education Award and deliver CPD (Continuing Professional Development) to colleagues in their schools.

Recently qualified teacher status (RQT)

“Our RIS participant is very good at presenting and the way he works is powerful. He presents a methodology of how he uses education research in his work and has the ability to question others; asking them why they are doing what they are doing. He has raised

the profile of evidence-informed practice in our school and is able to show how it impacts directly on pupils.

A lot of the time, teachers and leaders are happy to work on assumptions, some of which they might not even know they have. Our

RIS participant is very good at challenging this in a scientific way. By working across the trust, our participant is now having an impact on thousands of pupils, not just in his own science department.”

Philip Avery, Director of Education, Bohunt Education Trust

In 2018/19,
the Researchers
in Schools
programme:

Supported
123

RIS participants, taking the total number since the start of the programme to over 300

82%

of 2017 cohort participants who started their NQT year achieved NQT status

76%

of the 2018 cohort participants who started the programme gained QTS, and of those **97%** received a **Good or Outstanding** grade

24

participants in the 2016 cohort completed the programme and achieved the Research Leader in Education award

Researchers in Schools is grateful for the support of its supporters and partners:

- Alliance for Learning
- Ark Teacher Training
- Barr Beacon SCITT
- Cabot Learning Federation
- Chiltern Training Group
- Fields of Learning
- George Abbot Training
- GLF Schools' Teacher Training
- Harris Federation
- Inspiration Trust
- London West Alliance
- Leicestershire Secondary SCITT
- National Maths & Physics SCITT
- Oxfordshire Teaching Schools Alliance
- Tes Institute
- The Cambridge Partnership
- The Future Institute of Education

Quantum teleportation
How is this a thing?
Key Stage 4 Programme

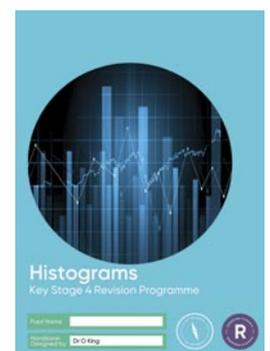
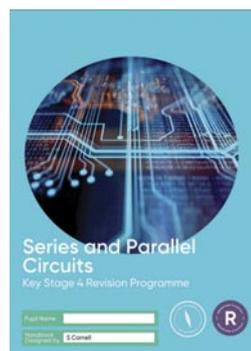
Pupil Name

Dr Pietro Liuzzo Scorpo

Handbook
Designed by



Championing
university access:
Uni Pathways



Uni Pathways is based on The Scholars Programme, and is an intervention for Year 9 pupils to improve their understanding of university and high-level academic study. Participants design and deliver seven tutorials based on their PhD thesis and pupils write a final assignment, graded using university grades.

In
2018/19:

386

pupils took part in Uni Pathways in **55 schools**

93%

of these pupils met at least one of The Brilliant Club's targeting criteria

85%

of pupils who took part in Uni Pathways said they knew how and why people study at university

What we do

Increasing subject expertise

RIS participants use their in-depth knowledge of their subject, paired with their excellent training, to enhance the subject knowledge of pupils and colleagues. Participants seek out opportunities to use their university and industry connections as well as accessing the latest research through their honorary research associate status, to ensure pupils are getting excellent subject teaching in the classroom and through extra-curricular activities.

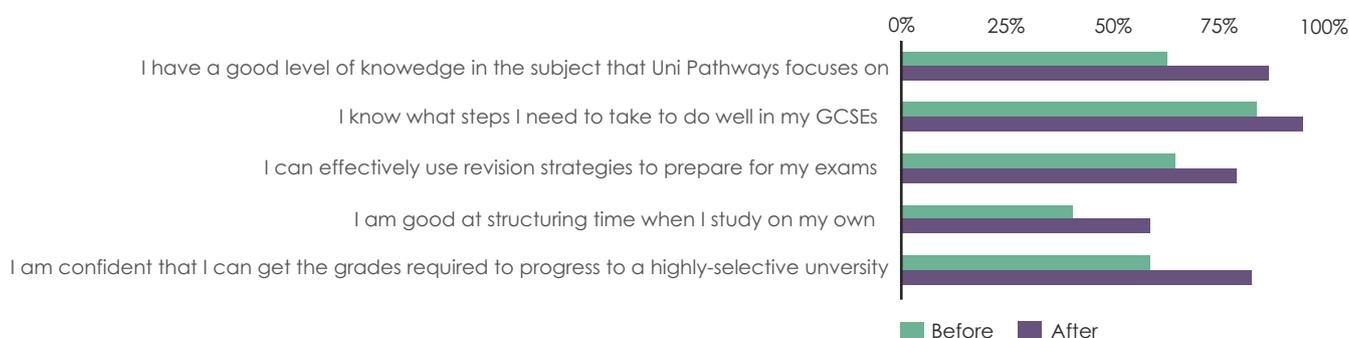
Uni Pathways Year 2

Year 2 of the Uni Pathways intervention focuses on the GCSE curriculum. Participants work with their department to determine an area in which pupils need to improve, and support their pupils by designing mastery-learning practice activities.

GCSE and University Preparation: Uni Pathways Y2

Based on baseline and final assignments of more than 90 pupils

(For each statement, pupils place themselves on a scale from 'strongly agree' to 'strongly disagree'. The graph presents the percent of pupils who 'strongly agree' or 'agree')



Promoting education research

As part of the RLE award, participants are tasked with identifying a need or challenge within their school, devising an intervention to address it and designing a rigorous evaluation.

In 2018/19, participants identified challenges ranging from preventing exclusion by building empathy through the analysis of foreign language film and improving problem solving in mathematics with the introduction of a maths laboratory. Participants also found a range of methods to analyse the impact of their interventions such as individual interviews or statistical regressions.

Dearbhla McGrath: From excluded to exceptional: A pre-emptive intervention for boys at risk of exclusion

Summary

The aim of this project was to raise the aspirations of boys at risk of exclusion. A six-week intervention designed around the thematic analysis of a foreign language movie that includes opportunities for group and independent work aims to increase language, leadership and empathetic skills. The successful completion of the course ends in a trip to a highly-selective university. Semi-structured interviews before and after the intervention were used to assess its impact.

Scheme of work

Session 1:	Session 2:	Session 3:	Session 4:	Session 5:	Session 6:
Introduction to the context of WW2 France. Research task: Research the French Occupation and resistance	Introduction to <i>Au Revoir Les Enfants</i> . Theme: Friendship. Research task: Research the director of the film, Louis Malle	Film Analysis. Theme: Difference/ otherness. Research task: Research a holocaust survivor	Film Analysis. Theme: Students' choice. Task: Start planning final presentation	Planning final presentation. Task: work on final presentation	Rehearsal of final presentation

This project received financial support from the Association for the Study of Modern and Contemporary France (ASMCP) to be used towards a trip to University of Oxford and a prize for the pupil who completed the best work.

Where we work

UK
Scale

The charity has offices in London, Leeds, Birmingham and Cardiff, and a member of staff based in Scotland.

The Scholars Programme

Researchers in Schools

The Scholars Programme and Researchers in Schools

In 2018/19, we worked with

149
schools

and

2,252
pupils

in social mobility cold spots

(as defined by Social Mobility Index, 2017).

Rural and Coastal Areas

Research shows that geography can play a big role in university access and progression. In general, pupils who attend schools in rural villages, coastal areas and post-industrial towns are less likely to progress to highly-selective universities (only 14% of pupils from low-income backgrounds in rural and coastal areas progress to university compared to 38% of pupils from low-income backgrounds in urban areas).

This presents the charity with a challenge, because universities and PhD students are overwhelmingly located in large metropolitan areas. We have made significant progress in overcoming these challenges by providing a flexible system of travel expenses for our tutors and building relationships with multi-academy trusts that serve these communities. For the first time, in 2018/19, The Brilliant Club placed PhD tutors and teachers in more hard-to-reach rural villages, coastal areas and post-industrial towns than in metropolitan areas.

56% of Scholars Programme graduates who went to school in rural areas applied to highly-selective universities, compared to 32% in matched control groups. See p.9 for more information

In 2018/19, we worked with

183
schools

and

2,801
pupils

in rural areas

(as defined by the ONS rural/urban classification)

Where we work

Northern Ireland

The Scholars Programme successfully launched in Northern Ireland in spring 2019. 27 pupils from Belfast participated in the programme, studying topics including "What's your gut feeling - An insight into parasites" and "Life, death, and everything in between". The programme ran in partnership with AccessEd (a charity started by the co-founders of The Brilliant Club to promote university access to young people from under-served backgrounds around the world) so that pupils from both Northern Ireland and the Republic of Ireland could jointly attend the launch trip at Trinity College Dublin and the graduation trip at Queen's University Belfast.

Scotland

The Brilliant Club started working in Scotland in 2017 with a pilot in two Glasgow secondary schools, funded by Glasgow City Council and delivered in partnership with the University of Strathclyde.

In 2018/19:

A partnership with the University of Edinburgh increased the charity's reach in Scotland to include Edinburgh and North Lanarkshire.

The Scholars Programme was run in **seven secondary schools**.

The Brilliant Club worked in primary schools for first time in Scotland – running a pilot project in Glasgow.

The Scholars Programme was delivered to **128 pupils** in Scotland.



"We were awarded the Times Higher Education University of the Year 2019, in part, because of our social mission and commitment to access. Our partnership with The Brilliant Club is an important part of that mission and we are delighted to continue our work with this exceptional organisation. Through The Scholars Programme, our young people in schools have gained the opportunity to participate in an enrichment programme that is

unique within Scotland and our PhD students have been given the chance to develop their teaching skills and inspire the next generation of scholars. The Brilliant Club's commitment to rigorous evaluation of impact also aligns with our own emphasis on evidence-led activity and we look forward to our continued relationship."

Dr Stephanie McKendry, Widening Access Manager, University of Strathclyde



"The university visits were excellent. Our initial visit was to the University of Edinburgh. The day was well organised and informative. The children were eager to get started. After the visit, one of the children stated "I am excited for my future now"... We will definitely be putting children forward to take part in the programme again and could not recommend it enough."

Teacher, Cadder Primary School

"During discussions, the pupils displayed thoughtful and insightful opinions, showing not only understanding of the topic, but the ability to apply this to complex real-world problems. I greatly enjoyed these discussions, and as well as being impressed by their ability, I was also touched by their social awareness, compassion and concern for others."

Dr Kirsty Miller, PhD tutor, delivering the course "One Direction or Harry Styles? Are humans better off in a group or going solo?" to pupils in Scotland



Regional Case Study: South West England

An area of the country with both cities and large expanses of rural and coastal areas, the South West plays host to both The Scholars Programme and Researchers in Schools



The Scholars Programme in the South West

- In 2018/19, 763 pupils from 42 schools in the South West participated in The Scholars Programme
- 441 pupils in the region were from a rural area, and 152 from social mobility cold spots
- The University of Bath, the University of Bristol and the University of Exeter welcomed pupils for both launch and graduation trips
- Pupils from the South West also visited Cardiff University, the University of Southampton, the University of Sussex, Royal Holloway, University of London and the University of Oxford on trips

In recognition of the invaluable skills, rigour and academic preparation for university that The Scholars Programme provides when undertaken alongside A Level study, from 2019 the University of Bath will make an alternative offer to our highest performing Scholars Programme graduates, those who achieve a 1st or a 2:1.

The University of Bath aims to create as much opportunity as possible for students from backgrounds that are underrepresented at university to study at Bath and admits students with the greatest potential to succeed on their courses. An alternative offer is typically one grade below the standard typical offer. For example, for a course with a typical offer of AAA, the alternative offer would be to achieve AAB.

Researchers in Schools in Bristol

- Researchers in Schools in Bristol have included "A bee in maths: Animal behaviour and complex systems"; "Why are you smarter than a worm?"; and "What do a soda can and a space craft have in common?"
- Since 2016, 15 participants have been enrolled on the RIS programme in the region
- Three participants completed the three-year programme in 2018/19
- Uni Pathways courses delivered by RIS participants
- RIS participants in the South West have carried out additional work at their schools, such as running mentoring programmes that took pupils to the University of Bristol, and a visit to Bletchley Park

Promoting Education Research

Dr Patrick Cottam
Digitech Studio School, Bristol



Dr Patrick Cottam decided to focus his masters-level research project specifically on promoting education research. The question he set out to answer was 'How do teachers currently make use of academic research and how would they use academic research were they to be equipped with improved research skills and awareness of academic processes?'

Patrick developed an intervention aimed at strengthening trainees' research skills, enabling them to engage more effectively with research and draw guidance from evidence-based publications to help them develop their practice.

"It has been a pleasure working with The Brilliant Club over the last academic year hosting events for The Scholars Programme. We worked closely with the charity to plan and deliver six events all of which ran very successfully with excellent feedback received. The Brilliant Club's staff were very professional, knowledgeable and friendly and we quickly established a very efficient

working relationship. Email and telephone communication was very good and information was always clear and helpful. End-of-year evaluation and feedback was detailed, thorough and very helpful. We are looking forward to building on this relationship further in 19/20."

Steph Gan, Campus Events Manager - Undergraduate Admissions and Outreach department, University of Bath

"Working with The Brilliant Club's Scholars Programme is an inspirational experience. It has been my privilege to see our students, 60% of whom have no previous knowledge of higher education, grow in confidence enough to submit a 1500-word essay. Working with fantastic PhD tutors and bespoke trips to universities ensure that our students are whole-heartedly aspiring to university study."

Lisa Littlewood, Cheltenham Bournside School and Sixth Form

Always improving

In 2019/20, we have plans to improve our programmes and increase our impact based on key learnings from the past year.



Researchers in Schools

What went well in 2018/19

We saw lots of demand from both researchers and schools to take part in RIS

What we learned

But it was not always possible to match researchers with school placements in a suitable subject and location

What we're going to do next

In 2019/20, we will be partnering with a broader range of providers, including National Online Teacher Training (NOTT), which will enable us to offer RIS placements in more schools

The Scholars Programme

Feedback from schools, pupils and parents and tutors was overwhelmingly positive

But they also told us that the virtual learning environment (VLE) was not always as reliable or easy to use as it could be

In 2018/19, following a consultation carried out by our IT team, a new VLE was developed and is being rolled out in 2019/20

Research and Impact

Pupils undertaking our programmes are making significant progress in their Academic Achievement – the core university readiness outcomes which the programmes aim to influence

But pupils' progress in their Deeper Learning Skills has been less significant and it is not always clear that the way we measure these skills tells us enough about pupils' university readiness

In 2019/20, our Research and Impact Department will be reviewing our university readiness outcomes framework to ensure that assessment of our programmes' impact is more accurate

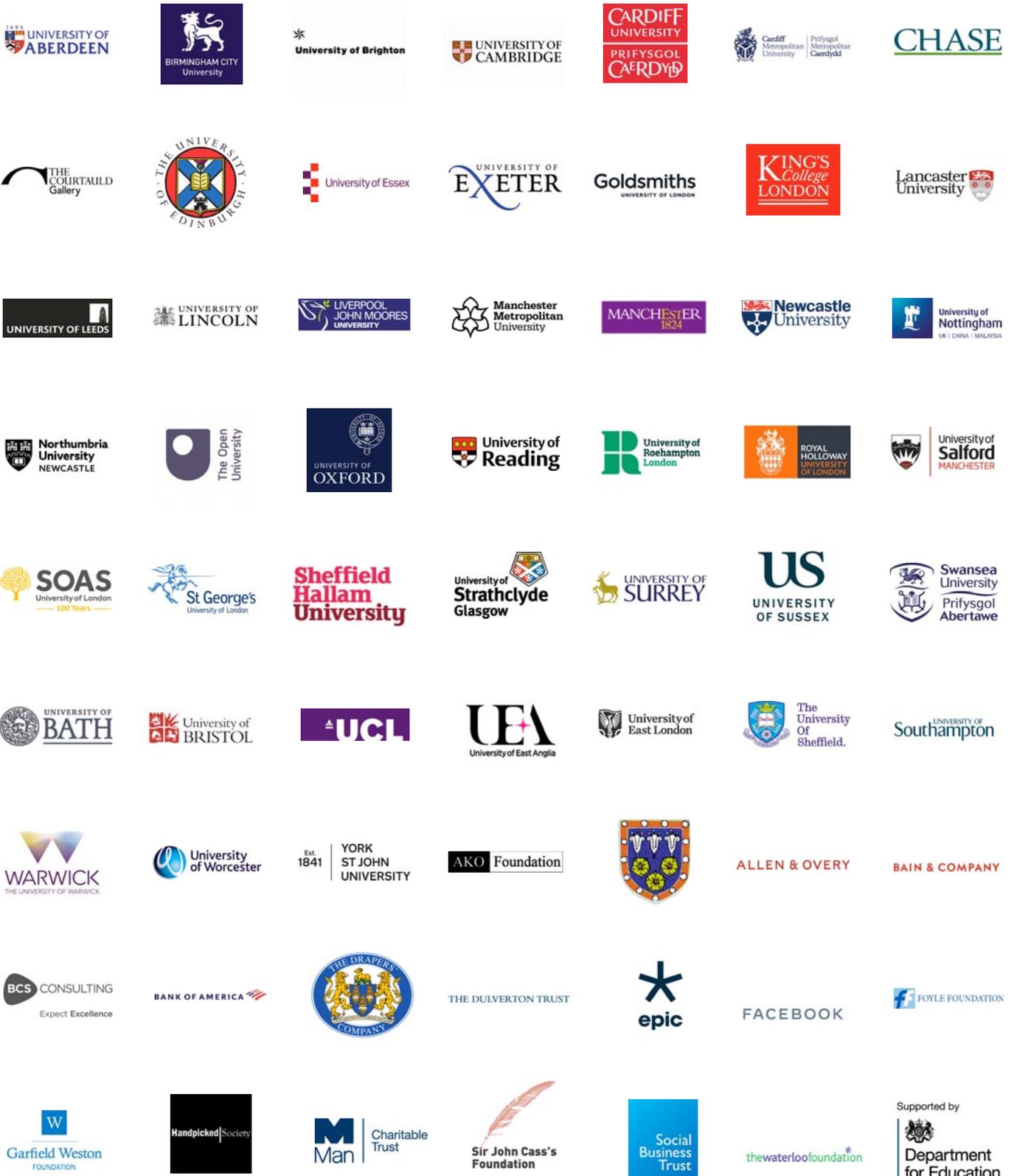


2019/20 will be the fourth year of The Brilliant Club's five-year strategy, *The Path to Outcomes*, which outlines the charity's aims to support 6,500 pupils to progress to a highly-selective university between 2016-21.

As well as continuing in pursuit of the targets laid out in *The Path to Outcomes*, 2019/20 will see the charity begin to consider its next strategy document, which will guide our work from 2021.

Supporters

We are grateful for the support of our partner schools and universities, supporters and Friends, including individuals and those who wish to remain anonymous.





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