

Annual
Impact
Report
2017/18



The Brilliant Club



Annual Impact Report 2017/18

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Welcome to The Brilliant Club's Annual Impact Report

For a charity determinedly focused on improving its programmes, compiling an annual report is hard. We are proud of our focus on practical, incremental change, but it means our annual calendar isn't peppered with opportunities for set-piece public announcements on our progress.

That puts a pressure on a report like this to be comprehensive. But it is impossible to thank everyone that needs to be thanked, to capture each of the highlights that the team want highlighted, or to describe all the ways we could have done better and want to improve. Inevitably, this report is only a snapshot of our work in 2017/18. Sitting behind the summaries and the data are thousands of individual stories and anecdotes about how pupils have developed relationships with tutors, teachers and rich curricula based on authentic academic research.

Personally, having delivered my own series of tutorials in schools (on the dissemination of visions of the otherworld in the thirteenth century, since you ask...), speaking to teachers and tutors about the eccentric curricula that they are designing and delivering is always a highlight. This year, I have heard how lasers can cure cancer in Glasgow; whether stars could float in the bath in Peterborough; and about the often monstrous depictions of Ancient Greek women in Swansea. Although they only represent a small slice of what we deliver, these course titles conjure up some of the magic that makes working here so rewarding.

The team of social scientists in The Brilliant Club's Research and Impact Department would rightly point out that there is magic to be found in the macro as well as the micro. I hope that reading this annual report – snapshot though it is – reveals some of the things that matter to us. Foremost, and the central theme of our five-year strategy, is our commitment to

delivering consistent and reliable outcomes for our pupils. We have devoted a section of this report to the various strands of evaluation that we undertake, including an independent evaluation by UCAS that shows that pupils who complete The Scholars Programme are statistically significantly more likely to progress to university when compared to matched control groups (see p. 14).

We want this impact to be felt widely, so The Brilliant Club has continued to grow. In 2017/18 we increased the number of schools and pupils we worked with to 714 and 12,254 respectively, concentrating on building our presence in rural and coastal areas as well as establishing and growing our provision in Scotland and Wales (see p. 18).

Finally, sitting underneath and alongside all of this is The Brilliant Club's commitment to running itself effectively, efficiently and sustainably. Part of this is knowing what we are good at, what our limits are, and how our programmes can work in tandem. Richard Eyre, the charity's Chief Programmes Officer, explores our approach as part of this report (see p. 13).

We have much to do in all of these areas, and we have taken this opportunity to outline some of our plans for the future (see p. 22). Overall, though, I am delighted with the work we did in 2017/18 and especially pleased that we are becoming more sophisticated in how we evidence our real-world impact. If you want to hear more of the stories that I mention above, get in touch; come and visit. You would be more than welcome.

Thanks for all your support.

Dr Chris Wilson
CEO



Emily and Aaryn from St Thomas More RC Academy, North Shields



I'm Emily, I am 14 years old and I completed The Scholars Programme last year. I did the French Revolution course with our tutor. I enjoyed the course because I learned more about history and specifically more about the French Revolution than I would in lessons at school.

The Brilliant Club is special because it gives pupils a chance to experience what it is like to write for a university tutor and have more independence on things like homework. I would definitely recommend The Brilliant Club programme to other pupils because I really think it will help them in the future and they would experience what it is like to be on a university course.

I really think it will help others be prepared for later in life if they choose to go to university.

Hello, my name is Aaryn and I was 13 when I participated in The Scholars Programme last year. I was in Year 8 and we did the history course, "Why was there a French Revolution?"

Our tutor was amazing at explaining rather complex ideas to us, such as Marxism and The Enlightenment, to us in ways we, as Year 8s, could understand. I have always loved history and the programme was an amazing way to learn how skills we learnt in high school could be applied to university level essays, and how to do that well.

The Brilliant Club is special because it teaches you how to improve your time management, your essay writing abilities and your own ideas on a subject while breaking it down into small chunks so it doesn't feel like too much or overwhelming.

Overall, I would recommend The Brilliant Club to any other pupils as it is helpful on learning about university, not just the subject the course is based on. I thoroughly enjoyed the entire experience and would do it again.





Our 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.

The Problem:

In the UK today, there is an entrenched link between a pupil's background and their chances of educational success.



In England in 2017, only **1 in 40** of young people who had been eligible for free school meals entered highly-selective universities, compared to **1 in 10** of those who were not eligible.

The UCAS Multiple Equality Measure shows that

1 in 4
pupils

of what UCAS define as the most advantaged quintile of English 18-year olds enter highly-selective universities



In pursuit of achieving our mission, we run two core programmes, The Scholars Programme and Researchers in Schools.



The Scholars Programme:

The Scholars Programme recruits, trains and places doctoral and postdoctoral researchers in schools to deliver courses of university-style, which are supplemented by two university trips.



Researchers in Schools:

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



In Wales, only **4% of pupils** from low participation areas (POLAR3 quintile 1) progress to a highly-selective university compared to **18% of pupils** from high participation areas (POLAR3 quintile 5).

In Scotland, **only 7% of pupils** from the most deprived areas (defined by SIMD, the Scottish Index of Multiple Deprivation) progress to a highly-selective university, compared to **26% of pupils** from the least deprived areas.

Source: UCAS equality and entry rates data explorer



2017/18 IN NUMBERS

We worked with **12,254 pupils** across our programmes and special projects

Information on how our programmes complement each other can be found on **p.13**

Details on our pupil targeting criteria can be found on **p.17**

78% of the pupils enrolled on our programmes were from at least one of our target demographics

We worked with **714 schools** across our programmes

For a map of where we are active, please see **p.18**

Pupils completing The Scholars Programme were significantly more likely to apply to, receive an offer from, and progress to a highly-selective university

Full details from our independent evaluation by UCAS are on **p.14**

We partnered with **117 schools** in social mobility cold spots

Information about our work in rural and coastal areas is on **p.18**

We placed **492 PhD tutors** in schools to deliver The Scholars Programme

For an in-depth look at The Scholars Programme, see **p.7**

134 postdoctoral career changers were enrolled on our Researchers in Schools programme

Details on our unique route into teaching for PhD graduates are on **p.9**

Teachers on the Researchers in Schools programme delivered the Uni Pathways intervention to **364 pupils**

Information about Uni Pathways is on **p.10**

The Scholars Programme

The Scholars Programme recruits, trains and places doctoral and postdoctoral researchers in schools to deliver programmes of university-style tutorials, which are supplemented by two university trips.

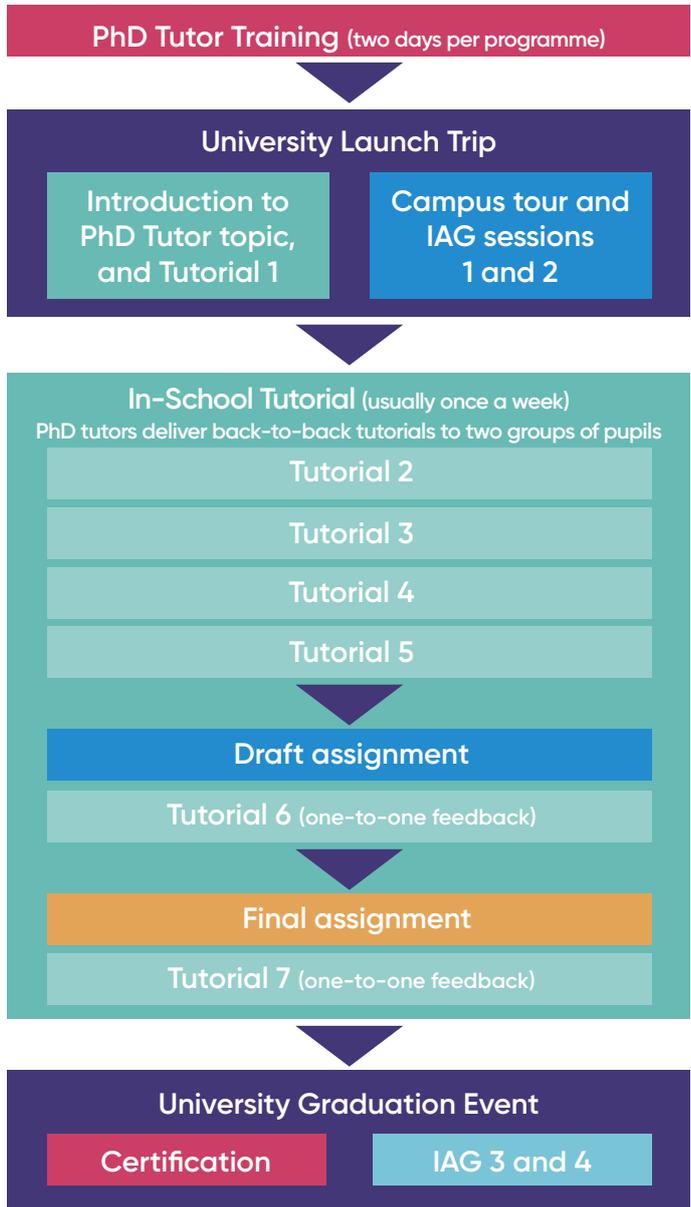
Since 2010, we have worked with more than **45,000 pupils** through The Scholars Programme

In 2017/18, we worked in partnership with 38 universities to deliver The Scholars Programme to 11,378 pupils in 645 state schools across England, Scotland and Wales. We believe that young people – particularly those from underrepresented groups – make the best choices about higher education when they are given a chance to experience university life and university learning first-hand.

The Scholars Programme introduces state school pupils to topics based on academic study, designed and delivered by PhD researchers. Based on the PhD Tutor's individual area of research expertise, each course is delivered in schools through university-style tutorials, with weekly homework assignments leading to the completion of a final assignment. The in-school tutorials are bookended by trips to highly-selective universities, facilitated by our university partners.

The Brilliant Club runs university access interventions starting from Key Stage 2 (age 10-11)

In 2017/18, The Brilliant Club delivered The Scholars Programme to **1,356 pupils** in Key Stage 2 and **2,919 pupils** in Key Stage 3 (aged 11-14)



Handbook examples created by Scholars Programme PhD tutors in 2017/18:



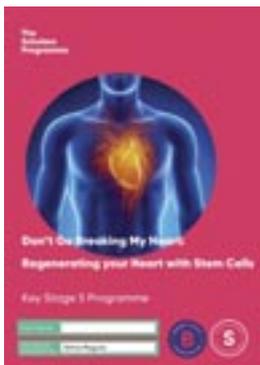
Rats, Gods and Science: Plague in the Middle Ages by Alexandra Lee



Insanity and the Criminal Law by Claire Hogg

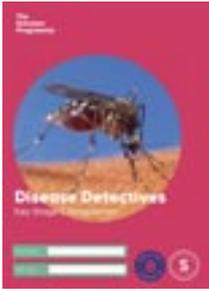


Dinosaur Footprints of the Isle of Wight By Sarah Strachan



Regenerating Your Heart With Stem Cells with Stem Cells By Eithne Maguire

Through our innovative partnership with The Wellcome Trust, 690 pupils from 51 schools across the UK have been able to access the work of Wellcome Trust researchers since September 2017. Developed in collaboration with The Brilliant Club, The Disease Detectives course explores how we can better understand the spread of germs to predict who might become ill and how we can prevent people from becoming ill in the first place.



Glossary of Keywords

Term	Definition	Example
Antibiotic	A drug that kills or stops the growth of bacteria.	Penicillin
Antigen	A substance that causes the immune system to produce antibodies.	Protein on the surface of a virus
Antibody	A protein that binds to an antigen to help the immune system destroy it.	Antibodies against the flu virus
Bacterium	A single-celled organism that can cause disease.	Staphylococcus aureus
Cell	The basic unit of life, containing the genetic material and organelles.	Red blood cell
Chromosome	A structure of DNA that carries genetic information.	Human chromosome 1
DNA	Deoxyribonucleic acid, the genetic material of most organisms.	Human DNA
Gene	A segment of DNA that codes for a specific protein.	Gene for eye color
Immune system	The body's defense system against disease-causing organisms.	White blood cells
Infection	The invasion and multiplication of an organism within a host.	Flu infection
Microbe	A small organism, such as a bacterium or virus.	Microbes in the soil
Mutation	A change in the DNA sequence.	Point mutation
Pathogen	An organism that causes disease.	Salmonella
Protein	A long chain of amino acids that performs a specific function.	Enzyme
Receptor	A protein that binds to a specific molecule and triggers a response.	Insulin receptor
Resistant	Not affected by a drug or treatment.	Antibiotic-resistant bacteria
Spread	The transmission of a disease from one person to another.	Spreading of the flu
Vaccine	A substance that stimulates the immune system to produce antibodies.	Flu vaccine
Virus	A small infectious agent that can only replicate inside a living cell.	Flu virus

Glossary
Technical and subject-specific vocabulary is explained

Mark Scheme Table

Mark	Level	Criteria	Comments
100	Level 1	Excellent understanding of the topic, with a high level of detail and accuracy.	Excellent work, showing a deep understanding of the subject.
90	Level 2	Very good understanding of the topic, with a high level of detail and accuracy.	Very good work, showing a strong understanding of the subject.
80	Level 3	Good understanding of the topic, with a good level of detail and accuracy.	Good work, showing a solid understanding of the subject.
70	Level 4	Satisfactory understanding of the topic, with a satisfactory level of detail and accuracy.	Satisfactory work, showing a basic understanding of the subject.
60	Level 5	Basic understanding of the topic, with a basic level of detail and accuracy.	Basic work, showing a limited understanding of the subject.
50	Level 6	Minimal understanding of the topic, with minimal detail and accuracy.	Minimal work, showing a very limited understanding of the subject.

Mark scheme
The mark scheme breaks down the university-style marking system and shows pupils what they will be required to demonstrate to meet the key competencies

Tutorial 7 - Final assignment feedback and reflection

What is the purpose of Tutorial 7?

- To provide feedback on your final assignment
- To allow you to reflect on your learning and development

Final assignment feedback

Reflection on the Tutorial Programme

Final assignment
Every course requires pupils to write an extended essay or complete a problem set. This work is pitched a level above the pupils' current Key Stage

Tutor Selection and Training



The process of selecting PhD tutors for The Scholars Programme is competitive, involving attendance at an assessment centre.

Successful candidates then complete a rigorous training scheme, the Researcher Development Programme, delivered by qualified teachers. This training, delivered through training weekends and tailored support, equips PhD tutors with the knowledge and skills to develop their research into challenging courses for school pupils.

95% of tutors rated their training weekend as 'excellent' or 'good'

95% said that they had developed ideas about how to deliver their tutorials during the training weekend that they wished to use that term

94% said that they would be able to effectively plan tutorials to support pupils through the course

Based on 454 responses to The Scholars Programme training weekend surveys

Parents and Carers

95% of parents of pupils on The Scholars Programme would recommend it to other parents

Based on 1366 responses to The Scholars Programme's parent survey

11,378 pupils

took part in The Scholars Programme

We placed 492 PhD researchers

in schools to deliver The Scholars Programme

Virtual Learning Environment (VLE)

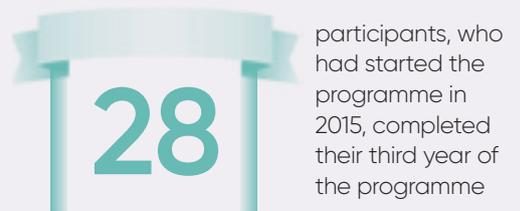
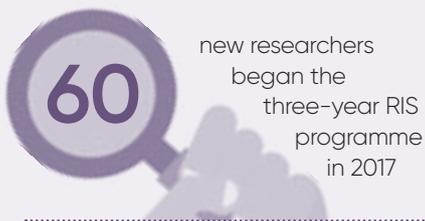
Pupils have access to their PhD tutor and IAG (information, advice and guidance) resources throughout the programme

Researchers in Schools

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

As such, the RIS Programme offers a tailored route into teaching exclusively for PhD graduates. It is specifically designed to utilise their academic expertise to the benefit of pupils, schools and universities.

The programme is designed to run over three years, with participants achieving Qualified Teacher Status (QTS) in their first year and completing their Newly Qualified Teacher (NQT) year in year two. In year three, participants complete the Research Leader in Education (RLE) award, increasing their impact through delivering training to other teachers and developing school-based research projects.



What makes our participants different?

RIS participants have "really strong subject knowledge", a "mature approach to the course and teaching" and are "able to cope well with pressure"
Hilary Langmead
 Jones SCITT Manager, Alliance for Learning

RIS participants "show a huge commitment" to the training sessions and "a willingness and desire to learn"; "they have demonstrated their support to peers and are happy to share their knowledge"
Sacha Beresford
 Head of SCITT, TKAT

Source: RIS Provider Winter survey 2017



What are the strengths of RIS participants?

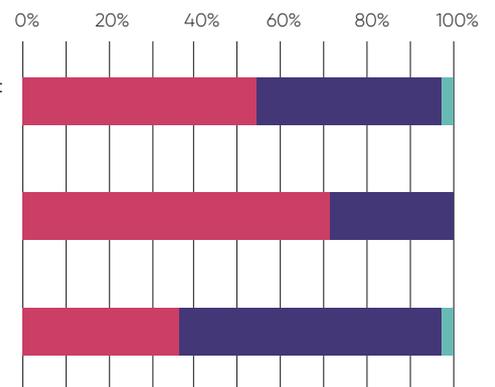
"In-depth subject knowledge, reflective practice, subject specific support in schools, and their involvement in support for post 18 (UCAS) and Key Stage 5 teaching"
Sacha Beresford

"Their understanding and experience of higher education and opportunities beyond first degree"
Mark Ballman
 Programme Manager, Researchers in Schools, The Cambridge Partnership

Source: RIS Provider Summer Survey 2018

Mission, Community, Excellence

- I understand how I can play a part in the Brilliant Club to increase the number of pupils from under-represented backgrounds progressing to highly-selective universities
- I am committed to supporting my RIS colleagues throughout the RIS programme
- I take responsibility of my own development and proactively seek to support to be an excellent teacher. [Based on 2017 cohort responses only]



Based on 200 responses to RIS development day surveys

Strongly Agree Agree Neutral Disagree Strongly Disagree

The Research Leader in Education Award

The RIS Programme is designed to ensure that participants are well equipped to deploy their knowledge and skills to the benefit of 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, they have one day per week of protected time, and a calendar of weekend development days, to complete a structured professional development programme based on these activities. In doing so, they receive the unique Research Leader in Education (RLE) award. These are some of the activities that have been completed this year:



Championing University Access: Uni Pathways

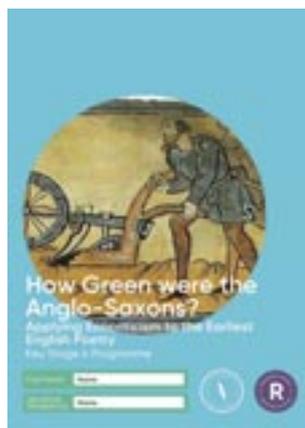
In 2017/18, our first year RIS participants delivered Uni Pathways, a programme of university-style tutorials, mentoring and exam support, in their schools.



In 2017/18, **364** pupils took part in Uni Pathways

74% of pupils in the 2017 cohort achieved a 1st or 2.1 in their final assignment

91% of Uni Pathways pupils met at least one of The Brilliant Club's target criteria



"I have learnt many things about meteorology which were very interesting such as the formation of clouds, difference between climate and weather and why forecasting is important. Meteorology is not an aspect of science we learn about in school, therefore it added to my knowledge and helped me to make links between different subjects."

– KS4 pupil, Cedar Mount Academy, on the Uni Pathways course: Why does it always rain on me?



"Having the opportunity to be involved in Uni Pathways has been inspirational for the students chosen. I hope that in the future they share some of their experiences with other pupils from the cohort."

– RIS subject mentor



Increasing Subject Expertise: Subject Enhancement Activity

RIS participants are encouraged to develop their subject expertise in order to have a greater impact in their schools.



Dr Catherine McEvoy (pictured), RIS teacher at Parliament Hill School, worked with the Royal Astronomical Society to publish a research paper as co-author. As part of this work she created a full set of online resources to help children gain badges in Scouts and Brownies.

In addition, RIS offers participants an honorary academic title from a research-intensive university at one of The Brilliant Club's partner universities, currently King's College London and the University of Southampton.



Promoting Education Research: Research Projects

As part of the RLE, participants are encouraged to develop a research project aimed at improving outcomes for pupils from underrepresented backgrounds. Participants then increase the impact of their intervention by training other teachers in their schools to deliver their projects.

Here, we take a deeper look at two participants' research projects and how they impacted both the teacher and their colleagues:

Dr Jane Yates

Dr Naorin Sharmin

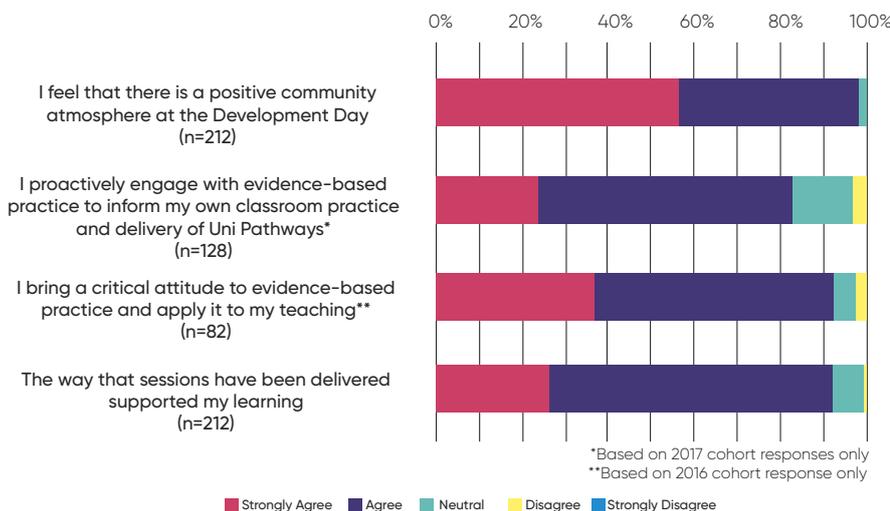
Can comparative judgement provide suitable feedback for formative assessments and reduce marking?	Project title	What impact does the gradual release of responsibility model have on the progress of academically more able students in Science?
"This term I have presented my research to the teaching schools alliance headteachers, given a CPD session to heads of department, and helped the English department set up their mock exam which is using comparative judgement."	What successes have you had on the RLE?	"I have learnt about evidence-based research in the education sector and how qualitative methods can be implemented with quantitative analysis to improve the accuracy of education research."
"A new and really interesting way of approaching marking, that could make the job more time efficient." "Clearly explained, well-resourced, enthusiastic and passionate delivery, feels manageable to do - am excited to try it."	What do colleagues say about the training delivered by the RIS teacher as part of the RLE?	"A very well-presented introduction on more able students and lots of strategies discussed that I can try in my lesson to stretch and challenge." "Naorin spoke with clarity and helped me learn about more able students and how they are identified. I was not aware of this before."
"That my personality makes being supportive easy, that honesty and integrity are essential when you have to share hard messages and that listening is crucial."	What key things have you learnt about your own leadership?	"I have learnt that I do not need to change myself to become a leader - I need to use my past experiences and interpersonal skills to become an empathetic yet efficient leader of a team."

Training

RIS participants attend an induction course, Summer Training, before starting in their schools. This residential training programme is facilitated by education experts from The Brilliant Club and the wider education sector. It allows participants to build a network of like-minded, education-focused researchers who can share their learning and experience. Topics covered at summer training include The Brilliant Club's mission, making the career transition into secondary education and becoming an excellent teacher, designing a Uni Pathways course, and widening participation strategies.

Our regular weekend development days are designed to expose participants to expert education and widening participation speakers. Participants undertake training on wellbeing and resilience, education research methodologies, leadership of research in schools, subject-specific pedagogy and cognitive science.

Participants completing their first and second years of the programme return to join the newest recruits each summer to share their expertise and take part in further training to support them in maximising their impact.



"The three years of being a RIS teacher have been a whirlwind! I have found summer development days very encouraging and hope RIS will keep bringing teachers into the career to help with the goals of The Brilliant Club"

RIS participant
2015 cohort

The Sum of Our Parts:

How The Brilliant Club's Two Programmes Support Each Other



Since 2014, The Brilliant Club has run two separate, complementary programmes. Here, Richard Eyre, the charity's Chief Programmes Officer, who oversees both programmes and the Research and Impact Department, explains how Researchers in Schools and The Scholars Programme support each other in service of our mission.

"Delivering two different programmes allows The Brilliant Club to engage a broader range of researchers and to deepen our partnerships with schools and universities. The programmes also complement each other in several important ways.

The existing scale and reputation of The Scholars Programme with schools across the country has helped us to grow Researchers in Schools into a national programme in only four years. Many of the schools and teacher training providers who first saw the potential of RIS teachers were those who had already seen the impact of PhD-level researchers through The Scholars Programme. We also know that The Brilliant Club's mission as a research-driven university access charity is important for the hundreds of post-doctoral career changers who apply to RIS each year – one of the key factors that distinguishes RIS from other routes into teaching.

What we learn from running the two programmes side-by-side also brings us closer to achieving our mission. The experiences of RIS teachers based in school full-time have given us an even richer understanding of how best to support PhD researchers to maximise their impact in a school environment. One example is the adoption of "learning circles", which we first used to promote a sense of community between RIS teachers, and are now used for peer reflection and support at training events for tutors on The Scholars Programme.

Ultimately, by providing two distinct ways to engage with the charity, we aim to increase the number of people and institutions who are working towards our mission of fair access for underrepresented pupils to highly-selective universities."

Everything that The Brilliant Club does, we do in pursuit of consistent and reliable outcomes for pupils. Our Research and Impact Department brings together social scientists who work to understand the impact of our programmes on pupil outcomes. We use this evidence alongside external evaluation to promote fair access to highly-selective universities, and to measure and improve our programmes.

The Department in Action

Research Seminar Series

The Research Seminar series has been run in partnership with collaborating universities. Each seminar examines how academic research can be used to inform practices in schools and widening participation

Impact Case Study Series

Our case studies look at key thematic challenges faced by the charity, and how we have approached them

Research Report Series

These detailed research reports examine specific ways in which we have tried to improve and evaluate the impact of our programmes, including what we have learned and the translation of research and evaluation into wider practice

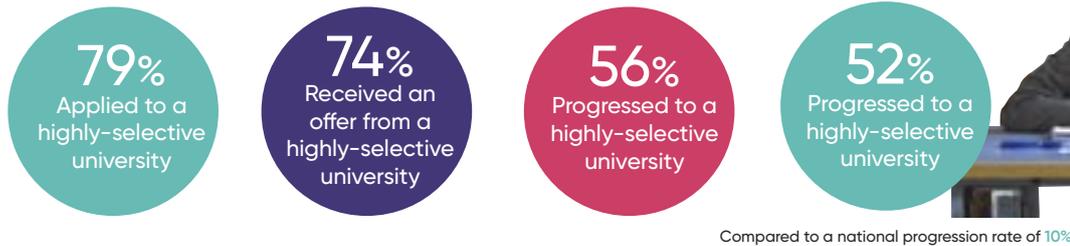


UCAS Evaluation

For the last three 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. This evaluation took place in two phases.

Phase 1: Destination Data

First, UCAS analyses the destination data from the cohort of 927 school leavers who completed The Scholars Programme as Year 12 pupils in 2015, 2016 and 2017. 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:



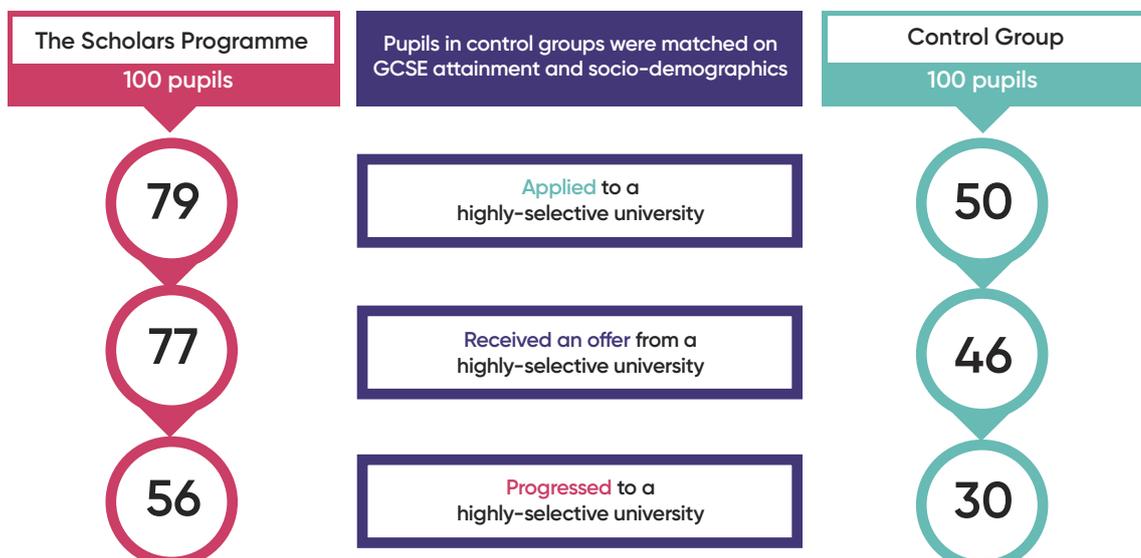
Phase 2: Control Group Comparison

Second, UCAS compares the progress of pupils completing the programme against control groups of pupils with similar characteristics. For the third year running, UCAS evaluated the application, offer and progression rates of pupils who completed The Scholars Programme against those of 500 control groups of a similar size. Pupils in the control groups were matched for a range of characteristics, including ethnicity, postcode and prior attainment at GCSE. This was to ensure that the perceived impact of the programme was not the result of bias in school or pupil selection.

This year's cohort was made up of 242 pupils who completed The Scholars Programme in Summer 2017, and left school the following year. When compared to a control group, pupils who had completed The Scholars Programme were:



In the diagram below, we illustrate what these significant results mean for a typical group of 100 pupils who completed The Scholars Programme compared to 100 pupils who did not participate in the programme.



Learning More Every Year

For the first time, the UCAS evaluation was also able to track the progression of pupils who took part in The Scholars Programme in Key Stage 4 (aged 14-16). It showed that pupils on The Scholars Programme were significantly more likely to receive an offer and progress to a highly-selective university than pupils in the control group.

As well as increasing rates of progression, it appears that The Scholars Programme may play a part in increasing the range of higher education options that pupils consider. For example, 21% of pupils on The Scholars Programme applied to Oxford or Cambridge, compared to only 4% in the control group.

Pupil Outcomes Framework

The Brilliant Club is committed to understanding the impact of its programmes on pupil outcomes, especially in relation to progression to highly-selective universities.

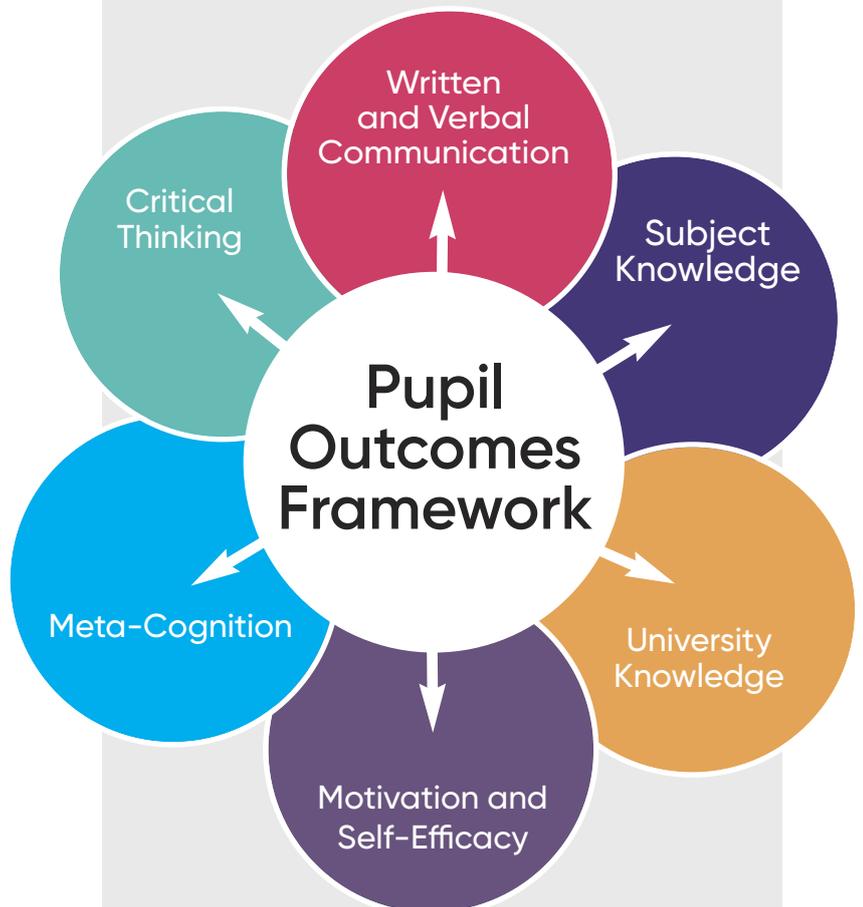


In addition to tracking the long-term outcome of university progression, we believe it is important to look at the skills and knowledge that pupils develop whilst participating in our programmes.

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

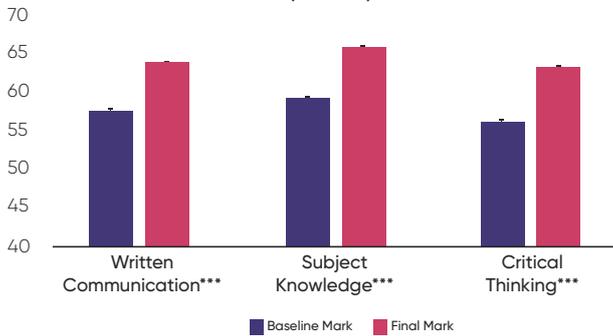
The measurement of our outcomes is through assessments administered at the beginning and end of the programme, including a baseline and final assignment, and a standardised self-report survey. We are aware that using before and after data only provides us with a snapshot of how well our programmes are doing, and that we need control groups to fully understand the added value of our programmes. With this in mind, we have commissioned an external evaluation to address this question - further details are provided on p. 22.





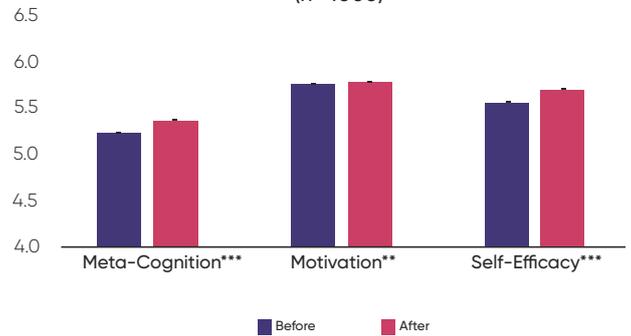
The Scholars Programme

Academic Achievement: Baseline and Final Assignment with 95% Confidence Intervals (n~3750)



Where: *** p<0.01, ** p <0.05, * p<0.1

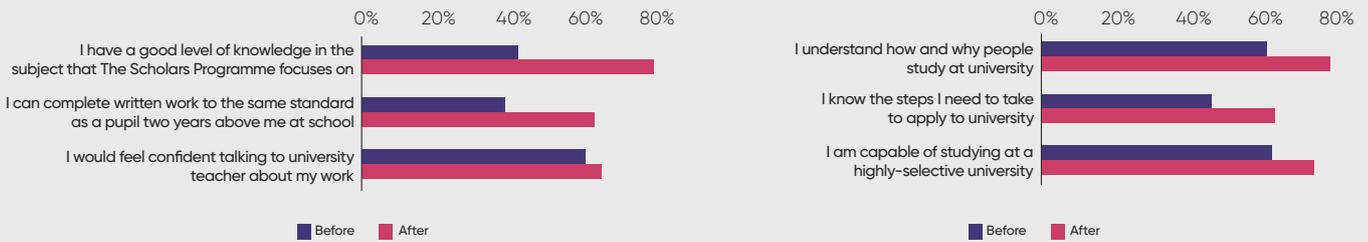
Deeper Learning Skills: Before and After Survey Self Assessments with 95% Confidence Intervals (n~4000)



Where: *** p<0.01, ** p <0.05, * p<0.1

The charts show outcomes for pupils that completed The Scholars Programme, ranging from Key Stage 2 (11 years old) to Key Stage 5 (16-18 years old). Academic achievement is assessed by PhD tutors at one key stage above the pupils' expected level of attainment, using a university-style mark scheme. Deeper Learning Skills are assessed using a standardised self-report questionnaire with responses being averaged on a scale of one to seven.

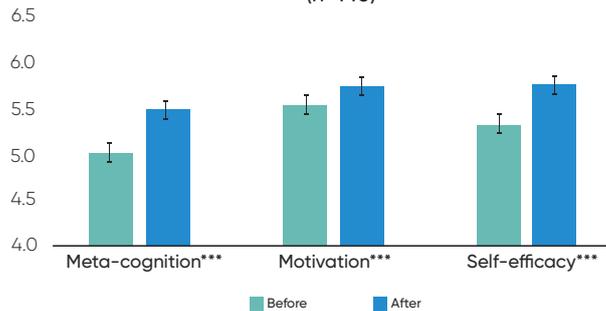
University Preparation: The Scholars Programme (n~3980)



Uni Pathways

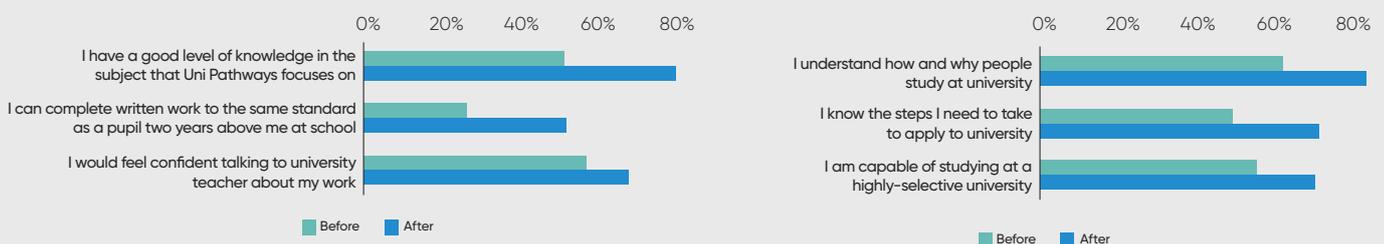
For Uni Pathways, we measured the progression of deeper learning skills only in 2017/18. Having tested and implemented our measurements for academic achievement in the context of The Scholars Programme, we will be scaling it across the charity's programmes in 2018/19.

Deeper Learning Skills Uni Pathways Y1: Before and After Survey Self Assessments with 95% Confidence Intervals (n~140)



Where: *** p<0.01, ** p <0.05, * p<0.1

University Preparation: Uni Pathways (n~185)



Uni Pathways is delivered to pupils at Key Stage 4 (14-16 years old)

Targeting

The Brilliant Club's approach to pupil targeting ensures that our resources are focused on pupils least likely to be represented at highly-selective universities and that teachers have freedom to select a range of pupils that are likely to benefit.



Since 2017, we have required schools to ensure that at least

55%

of pupils

completing The Scholars Programme or Uni Pathways are target pupils, meeting at least one of these measures.

The Brilliant Club's targeting criteria comprises the following:

1. Educational Measure of Deprivation

England: Pupil Premium eligibility (children who have qualified for free school meals at any point in the past six years; children who are or have been looked after under local authority care for more than one day or children from service families who receive a child pension from the Ministry of Defence)

Wales: Pupil Development Grant eligibility (pupils who qualify for free school meals or Looked After Children)

Scotland: Free school meals eligibility

2. No parental history of higher education

3. Deprivation According to Postcode: Bottom 40% of postcodes according to IDACI in England (Income deprivation Affecting Children Index); WIMD in Wales (Welsh Index of Multiple Deprivation); or SIMD in Scotland (Scottish Index of Multiple Deprivation)

In 2017/18:



Of pupils were eligible for Pupil Premium, free school meals or Pupil Development Grant



Of pupils had no parental history of higher education



Of pupils were in bottom 40% of IDACI, WIMD or SIMD postcodes



Of pupils met at least one of our target criteria across Uni Pathways and The Scholars Programme

Sample size: 11,733



69% of Ever6FSM pupils on The Scholars Programme applied to a highly-selective university

compared to **47%** of pupils in matched control group

Based on a sample of 65 pupils that were eligible for free school meals (Ever6FSM) and who took part in The Scholars Programme in Key Stage 5 in 2017



Case Study: South Wales

The Brilliant Club began working with schools and colleges in South Wales in 2015/16 and has worked with nearly 900 students to date in the country.

The Brilliant Club has partnered with the Welsh Government's flagship widening access programme, the Seren Network. The charity has now worked with all 11 regional hubs and delivered the Seren National Conference for the past two years.

Between 2016-2018, The Scholars Programme was delivered to:

892

students in Wales, across

45

schools and colleges, by

31

PhD tutors

846

Scholars Programme pupils have visited Cardiff University from Wales and England; while

543

pupils from Wales have attended launch or graduation trips at Bristol, Exeter, Warwick and Oxford Universities

Coleg Sir Gâr, Llanelli

Students at Coleg Sir Gâr in Llanelli have been taking part in The Scholars Programme since autumn term 2016.

"The Brilliant Club was an excellent opportunity that I had during Year 12. It gave me an insight into how to complete university-style assignments as well as teaching me invaluable researching and referencing skills.

I really enjoyed learning about our chosen topic from an expert in the field, it even helped me with my college studies. We then graduated at the end of our project at the University of Bristol, which was a wonderful experience and has really inspired me to do the best I can in my A-levels. I have developed a strong foundation of skills ready for university which could not have been possible without The Brilliant Club."

Ethan

Scholars Programme graduate

"Working with The Brilliant Club has been simply that – brilliant! It has provided real opportunities to stretch and challenge some of our most able learners at university level. All of those who have taken part have benefitted greatly and have developed their research and analytical skills considerably."

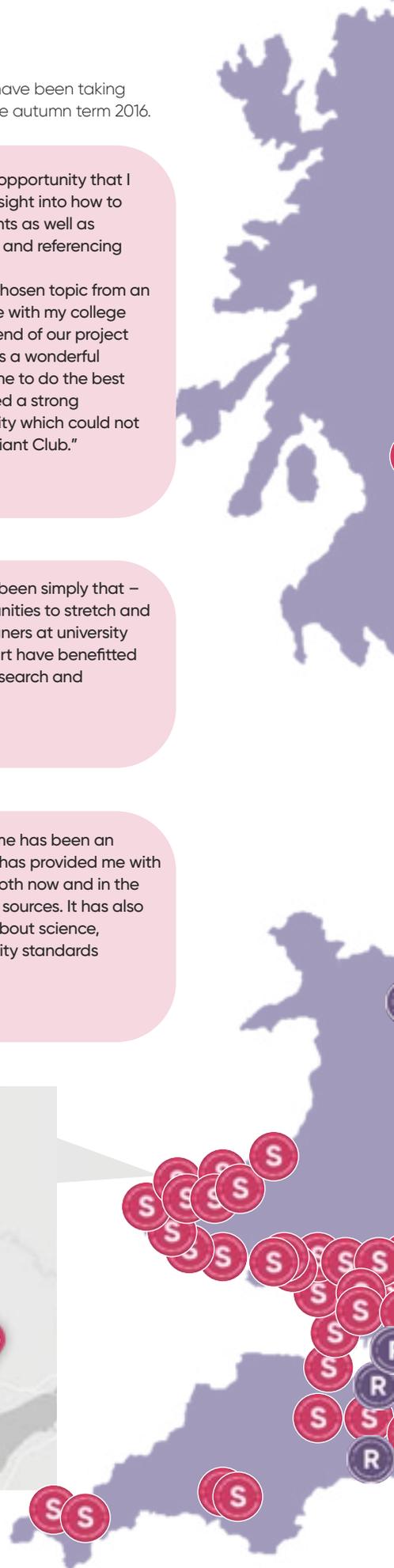
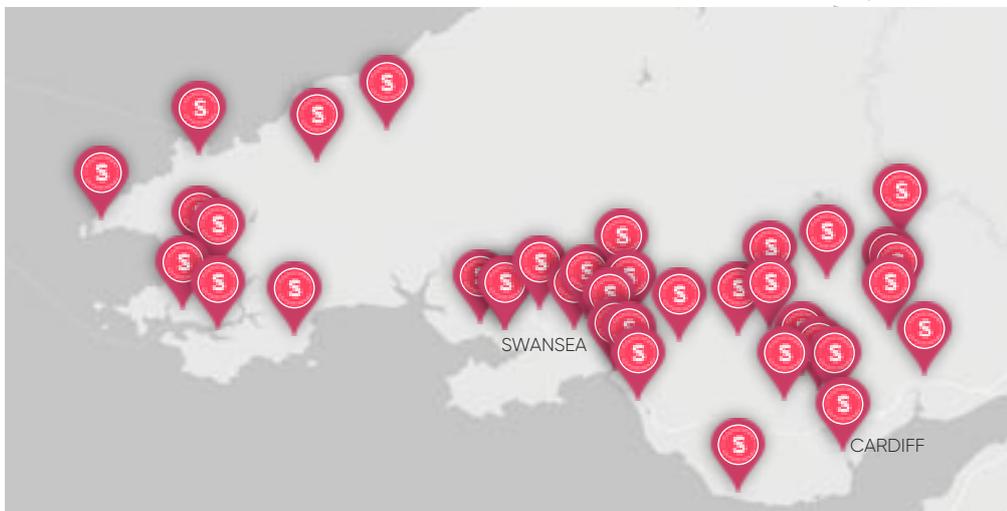
Nikki Neale

Faculty and Campus Director

"Partaking in The Scholars Programme has been an enlightening experience for me and has provided me with many skills that I am able to utilise both now and in the future, for example how to reference sources. It has also given me a greater understanding about science, specifically biology, and how university standards compare with those of a college."

Graduate

Scholars Programme participant



UK Scale

In recent years, The Brilliant Club has grown significantly, based on a simple, scalable and sustainable programme model that has allowed expansion to different parts of the United Kingdom. The charity is now present in all English regions, as well as Scotland, Wales and (from autumn 2018) Northern Ireland, with offices in London, Birmingham, Leeds and Cardiff.

The Brilliant Club will work with any non-selective state school that wishes to partner with us. Our ability to reach schools in any part of the country, via our network of PhD tutors and RIS participants, allows The Brilliant Club to deliver programmes in often hard to reach rural and coastal areas.



In this section,
we take a look
at our growth in
South Wales
and East
Anglia

Rural and Coastal

University access is a challenge everywhere, particularly so in rural and coastal areas.

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 (Social Mobility Commission, 2017).

Geographical isolation means that many educational and cultural experiences are difficult to access for pupils in rural and coastal schools, including trips to museums or to universities.

PhD researchers are typically clustered in urban areas, but flexible working schedules mean that many are willing to travel to more rural parts of the country.

In 2017/18, we partnered with

117 schools

(+30% since 2016/17) and

1,870 pupils

in social mobility cold spots

(as defined by Social Mobility Index, 2017)

We worked with

2,299 pupils

(+17% since 2016/17)

and partnered with

143 schools

in rural areas

Insight Discover in Peterborough

- Insight Discover in Peterborough began in Spring 2017 with one pilot cohort in Year 8, who have continued the programme into Year 9
- The project is run in collaboration by The Brilliant Club and the University of Cambridge Admissions Office Widening Participation Team
- To deliver both The Scholars Programme and the University of Cambridge mentoring programmes, pupils use the Brightside platform so they can communicate with their PhD Tutor and mentor throughout the programmes.
- The project aims to increase the rate of progression to highly-selective universities from underrepresented groups, working with pupils aged under 16 in Peterborough schools
- Pupils are enrolled on Insight Discover in Peterborough for three years and partake in two Scholars Programme courses run by The Brilliant Club, as well as mentoring projects in Years 7 and 8 run by the University of Cambridge.

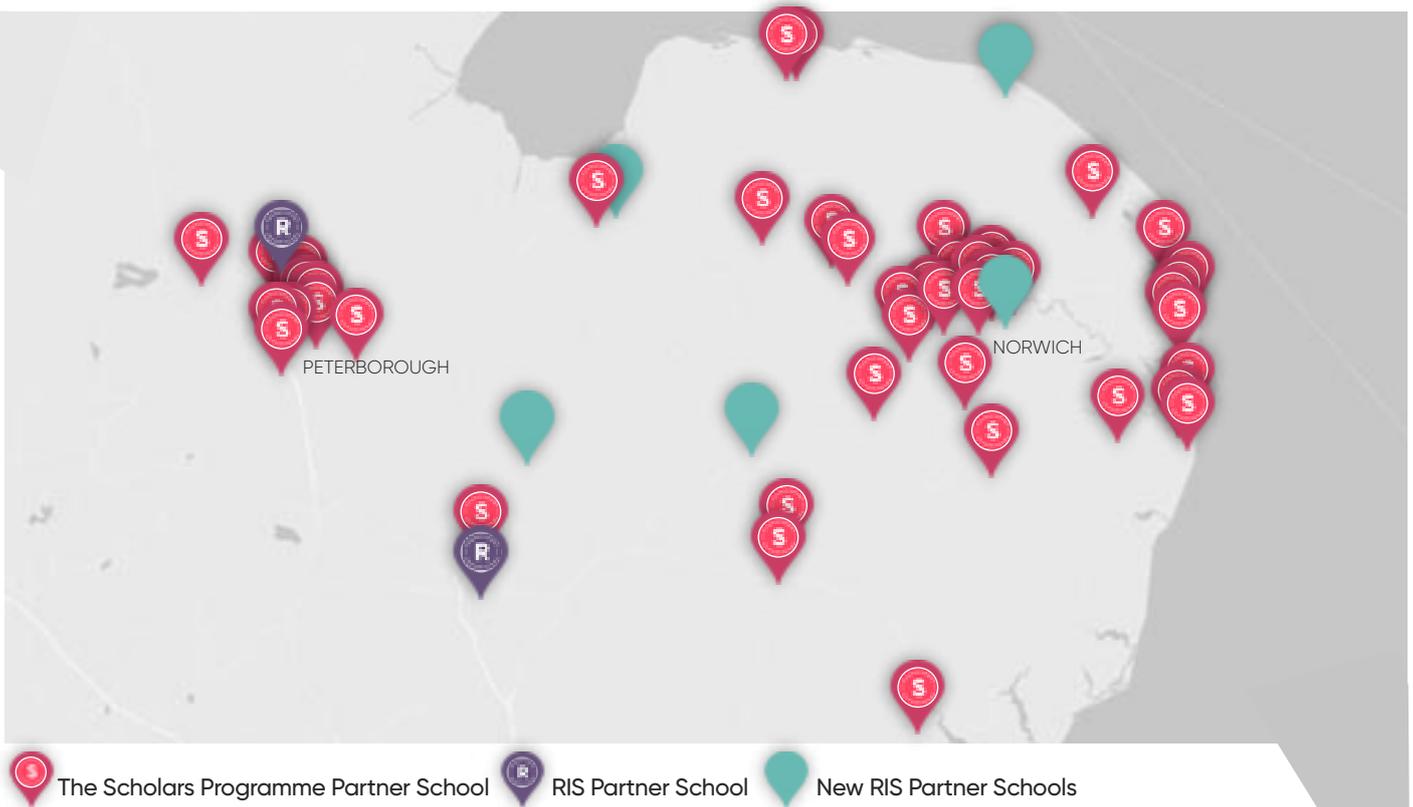
Feedback from the Insight Discover in Peterborough project:

"It was so rewarding to see the gratitude from parents and the optimism from students. I can affirm that the experience has been invaluable for them, and it's helped them see themselves working in new contexts, facing new problems, and prevailing. You have changed lives: thank you ever so much for that."

Eduardo De Almeida

Teacher, Sir Harry Smith Community College





Case Study: East Anglia

After starting work in the region in 2014/15, we delivered The Scholars Programme to 776 pupils in 46 schools across East Anglia in 2017/18.

- RIS ITE Partners: In 2017, RIS supported first year participants of The Cambridge Partnership, as well as developing a relationship with the Inspiration Trust, paving the way for the programme to expand in East Anglia in 2018
- The charity has a strong partnership with the University of East Anglia, which has produced a pool of engaged PhD tutors delivering The Scholars Programme across the region
- The Brilliant Club's annual conference was hosted by Nene Park Academy of the Cambridge Meridian Academies Trust, in Peterborough, in July 2018. The event was delivered in partnership with King's College London, Ormiston Academies Trust, the University of Cambridge and UEA. The conference was attended by delegates from schools, universities, charities and beyond, who came together to discuss the theme, 'Measuring Up: Research, Evidence and Urgency in University Access and Student Success'

The Brilliant Club Annual Conference July 2018 at Nene Park Academy, Peterborough



What comes next



In pursuit of our aim to support 6,580 pupils to progress to a highly-selective university between 2016–2021, as laid out in our five-year strategy, The Path to Outcomes, The Brilliant Club has plans to increase our impact and improve our programmes. These include:

Working with more pupils in Scotland

We want to enrol over 100 pupils on The Scholars Programme with support from our partner universities, the University of Strathclyde, the University of Edinburgh and Robert Gordon University.

Launching The Scholars Programme in Northern Ireland:

We want to work with partner schools in Northern Ireland, ensuring that The Brilliant Club is active in all UK countries for the first time. We want to work in partnership with AccessEd's Scholars Ireland programme to give pupils from Northern Ireland the opportunity to visit both Trinity College Dublin and Queen's University Belfast as part of the programme.

Developing Researchers in Schools

We want to recruit RIS participants from a wider range of subject areas, and better articulate the impact of the programme on pupils and schools.

Continued investment into our core infrastructure

We want to improve our technology and support our Research and Impact department further.

External Evaluation

We are aware that using before and after data only provides us with a snapshot of how well our programmes are doing, and that we need control groups to fully understand the added value of our programmes. In line with the objectives set out in the Path To Outcomes, we have commissioned an external evaluation to address this question.

Following a competitive tender process, we have commissioned the University of Cambridge to evaluate the impact of our programmes on pupils' cognitive outcomes using a more robust research design that will enable us to make causal inferences. The evaluation has two phases, comprising a desk-based review and a trial to assess the impact of The Scholars Programme on pupils. Over 2,000 pupils will take part in the randomised controlled trial, commencing in Autumn 2019 with preliminary findings expected in March 2020.

Supporters

As well as the 714 non-selective state schools we worked with during 2017/18, we are grateful for the support of our partners and supporters:



thebrilliantclub.org



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