





Annual Impact Report 2016/17

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Whilst there is still a great deal to be done to ensure fair access to university for all, I am confident that the charity will continue to pursue its mission and, with the support of its partners, make valuable strides towards this goal.

Simon Coyle
Co-Founder, The Brilliant Club



Welcome



A message from Simon Coyle, Co-Founder, The Brilliant Club

Seven years after co-founding The Brilliant Club with Jonny Sobczyk, I stepped down at the end of 2017. To mark the occasion, I arranged a screening of my favourite documentary, *I Believe in Miracles*. This tells the amazing tale of a provincial football club that rose from mediocrity to become champions of England and double European Cup winners. Over the years, I have referred to this story with colleagues many times. But, never being quite sure that the cultural reference points worked, I wanted our team to hear it first-hand.

There are several reasons I love this story. One is that the provincial football club in question is Nottingham Forest, of which I am a lifelong supporter. Another is that the story tells of a ragged bunch of outsiders who went on to achieve something amazing. The most important, though, is the way they did this: by building a world-class team, a simple approach to their craft and a winning culture.

I maintain to colleagues that *I Believe in Miracles* is more about life than it is football. For me it is in this way at least – if I squint my eyes a little, I can see parallels between this story and The Brilliant Club's. For example – and in the politest possible way – the notion of going from a ragged bunch of outsiders, working with one school and no universities, to a nationally established organisation is one I can relate to.

More than this, I really believe that The Brilliant Club has built an outstanding team, a simple approach and a superb working culture. As a result, the charity is in a stronger position than ever, and I am excited to see how it will develop and grow. I am delighted that this will be under the continuing leadership of Dame Sue John as Chair of Trustees and Dr Chris Wilson as Chief Executive, each of whom has played a starring role in the charity's success over the past seven years.

I am conscious that this valedictory note may not have conformed to custom, so let me try to amend this. As an introduction to the Annual Impact Report, I will

avoid the temptation to catalogue all the achievements of 2016/17, other than noting three personal highlights which capped a fantastic last year at the helm:

- The first is the publication of an independent evaluation by UCAS, which found that The Brilliant Club has a statistically significant impact on the likelihood that pupils will progress to a highly-selective university.
- The second is the establishment and development of our Research and Impact Department, staffed by experts in their field who are leading research on a host of issues relevant to both schools and universities; pursuing our commitment to evidence-based practice.
- The third is the publication of a new five-year strategy, *The Path to Outcomes*, which sets out our plans to support 6,500 pupils from underrepresented backgrounds across the UK to progress to a highly-selective university by 2021.

And so to finish, I would like to express my huge debt of gratitude to all who have made this possible: PhD researchers and teachers, university and school partners, friends and funders, trustees and team members. Establishing The Brilliant Club is one of my proudest achievements, and at this final reflection I am humbled by how much it has been down to the commitment, hard work and support of others. Whilst there is still a great deal to be done to ensure fair access to university for all, I am confident that the charity will continue to pursue its mission and, with the support of its partners, make valuable strides towards this goal.

Thank you.





A message from Samad, Graduate of The Scholars Programme

My name is Samad and I completed The Scholars Programme in 2014, whilst a Year 12 pupil at St Angela's & St Bonaventure's Sixth Form in East London. Here you can read about what The Brilliant Club's programmes have achieved in 2016/17, how their impact has been measured, how the charity has collaborated with partners to achieve this impact, and the many successes of the brilliant pupils who completed the programmes.

Once upon a time, 'university' was nothing more than an abstract concept to me. It was a word that, despite its ubiquity, few actually knew the meaning of. It was a destination that many desired, yet knew not how to visualise, anticipate or prepare for. To me, The Brilliant Club serves to transform university from a word to a reality for underrepresented pupils. It provides unique opportunities to work closely with PhD researchers, write undergraduate-level assignments, partake in university-style seminars, and visit some of the country's best universities.

The Brilliant Club serves to bridge the



To me, The Brilliant Club serves to transform university from a word to a reality for underrepresented pupils.

Samad

Graduate of The Scholars Programme

academic and social gap between underrepresented pupils and top universities. For many – in particular, first-generation, comprehensively educated pupils from low socioeconomic backgrounds like myself, this gap is rarely filled. Why does this matter? Because it in turn contributes towards a socioeconomic disparity in academic achievement and attainment, as well as access to Britain's top universities. The Brilliant Club exists to improve this situation. I am now in my final undergraduate year studying Human, Social and Political Sciences at the University of Cambridge. I, like many, once viewed Oxbridge as almost another planet, and as a place not for 'people like me'. I recognise that this is sounding very much like an 'I did it, and therefore so can anybody' cliché. Unfortunately, this is a dangerously simplistic mantra. Rather, we must identify the

various academic, social and psychological barriers that lead to underrepresentation at universities and take pragmatic steps towards tackling this endemic threat to social justice. A monumental challenge of our times, The Brilliant Club are cracking the code with evident success.

If you would like to see how, please read on!

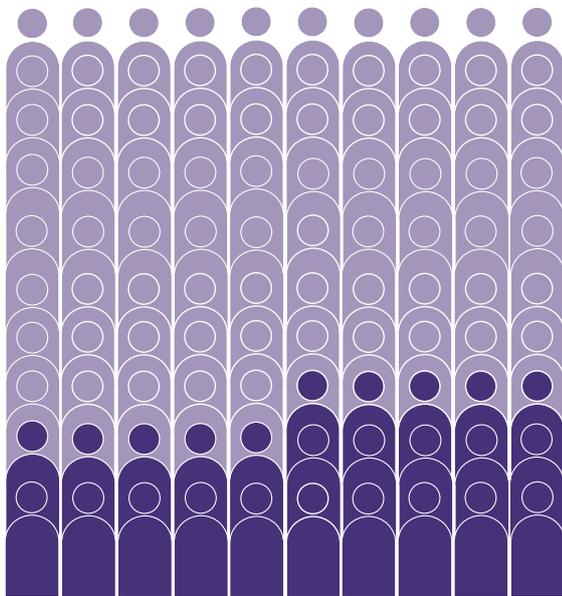


What is The Brilliant Club?

The Brilliant Club is an education charity that exists to increase the number of pupils from underrepresented backgrounds progressing to highly-selective universities. To do this, we mobilise the PhD community to share its expertise with non-selective state schools.

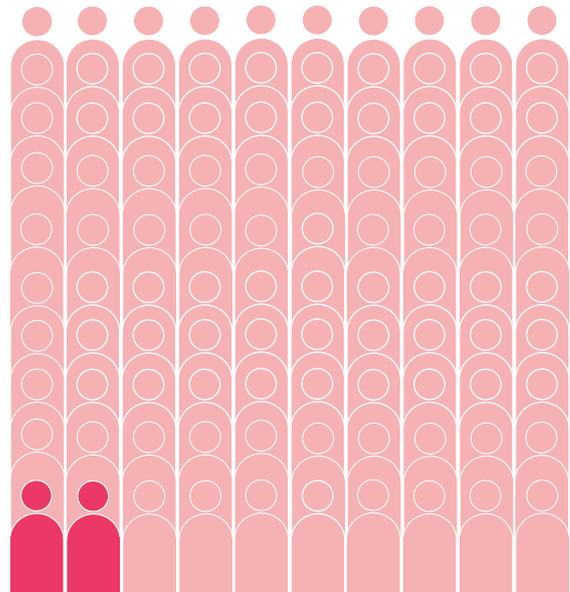
Why does it matter ?

In the UK today, there is an entrenched link between a pupil's background and their access to higher education.



1 in 4 of the most advantaged fifth of English 18-year-olds enter highly-selective universities.

COMPARED TO:



1 in 50 pupils from the most disadvantaged fifth.

(UCAS End of Cycle Report 2016)

In pursuit of our mission, we run two programmes:

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 committed to closing the gap in attainment and university access.

The Scholars Programme

The Scholars Programme recruits PhD researchers, trains them as university access professionals and places them as part-time tutors in state schools, where they deliver a course of university-style tutorials.

Impact

An independent evaluation conducted by UCAS found that pupils who completed The Scholars Programme were significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils in matched control groups who did not complete the programme. The evaluation analysed the destination data of 362 school leavers who completed The Scholars Programme in 2016 compared to control groups matched for GCSE attainment and socio-economic factors.

 For every **30** pupils in the control groups who progressed to highly-selective universities...  **54** Scholars Programme pupils progressed; a **statistically significant effect**

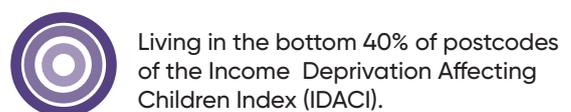
Read more about the evaluation on page 24.

In 2016/17:

<p>We supported:</p> <p></p> <p>125 PhD graduates to train as teachers with Researchers in Schools</p> <p>461 PhD tutors to deliver The Scholars Programme who delivered over</p> <p>11,328 hours of university-style tutorials.</p>	 	<p>Our reach:</p> <p></p> <p>In 2016/17, The Brilliant Club worked with:</p> <p>11,081 pupils</p> <p>605 non-selective state schools</p> <p>30 partner universities</p>
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Targeting:

To ensure our programmes reach the pupils most affected by underrepresentation in higher education, we require 55% of pupils on our programmes to meet at least one of the three following criteria:



 In fact, in 2016/17: **75%** of pupils met one or more of our targeting criteria



Our strategic priorities

Introduce a pupil targeting system that ensures we are reaching those who can benefit most



Establish an outcomes framework that can measure and evidence pupil progress



Evaluate The Scholars Programme and implement changes that are shown to improve pupil outcomes



.....
In 2016/17, we also launched the Impact Toolkit



Research and

Research and impact are at the heart of The Brilliant Club's work and essential to providing consistent and reliable outcomes for the pupils we work with. In 2016/17 we continued to build our Research and Impact department to ensure we have the in-house expertise to do this effectively.

Made of up five social scientists, the department works to understand the impact of our programmes on pupil outcomes and conducts research subjects ranging from effective curriculum enrichment to the development of cognitive skills in school contexts, to improve the efficacy of our programmes. The Department has contributed significantly to the charity meeting many of the priorities outlined in our strategy, The Path to Outcomes.

Meet the team



Paul Rünz
Impact and Reporting Manager
Previously: Researcher at the Department for Research and Development at the Federal Statistical Office of Germany.

Amongst other things, I produce impact reports for schools and universities about the progress that pupils make on our programmes. I also lead the Impact Case Study stream of the Research and Impact Series.

I enjoy working at The Brilliant Club because I love the idea of mobilising the PhD community in pursuit of our mission. There is a true spirit of research across the charity.

Research and Impact work

In 2017, we successfully piloted our new pupil targeting system with 297 pupils in 19 schools. From 2018/19, all schools will use this system, which requires a minimum of 55% of pupils on each Scholars Programme and Uni Pathways placement to fulfil one or more of the following criteria: eligible for Pupil Premium, no parental history of higher education or living in postcodes in the bottom 40% of IDACI.

We have developed an outcomes framework to assess six competencies, that research shows support progression to university. All of these competencies are now assessed across our programmes.

We have completed a series of innovation and evaluation projects, which have added new features that our research has shown to be effective in increasing the impact of our programmes. We are currently publishing the research and results generated in our Research and Impact Series, which includes a Research Seminar Series, Impact Case Studies and Research Reports, all available on our website.

The quality of impact reporting offered by organisations working with pupils is of extremely variable quality and schools can struggle to evaluate the impact of interventions they run themselves. The Impact Toolkit aims to make it easier and more practical for schools to conduct effective, tailored impact evaluations by providing an end-to-end user-friendly platform, ideal for use by teachers.

Impact

Owen Carter

Impact Toolkit Project Manager
Previously: Content Lead at Optimus Education

I work with schools and academic researchers on a platform to effectively evaluate the impact of school-based interventions.

I'm excited to be at The Brilliant Club because we genuinely put pupil impact at the heart of what we do. My interests are in how research evidence connects to classroom practice, and our work contributes to making this link.



Dr Irina Sirbu Data Analysis Officer

Previously: PhD student at the University of East Anglia studying the reunification experiences of young people in residential care reunited with their families in Moldova.

I work at the forefront of daily data management and processing, managing data flows and ensuring that data are accurate and consistent. I am also an Associate Fellow of The Higher Education Academy in the UK.

I'm excited about the depth and breadth of the projects we take on. The charity's unwavering focus on enhancing its work with the latest educational research and technologies very much aligns with my ethos.

Dr Lauren Bellaera

Research and Impact Director
Previously: Post-doctoral Research Associate at the University of Cambridge, overseeing an evaluation of the impact of a set of online educational resources on conceptual understanding and critical thinking skills.

I am responsible for evaluating the impact of the charity's programmes on pupil outcomes and managing this fantastic team. I lead the Research Seminar Series and am also a part-time Associate Lecturer at Birkbeck, University of London.

I am excited to work at The Brilliant Club because as a former Scholars Programme PhD Tutor, I saw the benefit of The Brilliant Club's programmes first-hand, and I am delighted to now be working in a role where I can systematically evaluate the charity's impact.



Dr Celeste Cheung

Research and Evaluation Manager
Previously: Post-doctoral researcher at Birkbeck, University of London, researching attention and self-regulation in children with autism and attention-deficit hyperactivity disorder.

I manage the charity's evaluation and innovation projects to understand and improve our programmes' impact on pupil performance and lead the Research Report stream of the Research and Impact Series.

I find working at The Brilliant Club immensely rewarding, as I am passionate about getting pupils excited about university and understanding what works in teaching and learning.

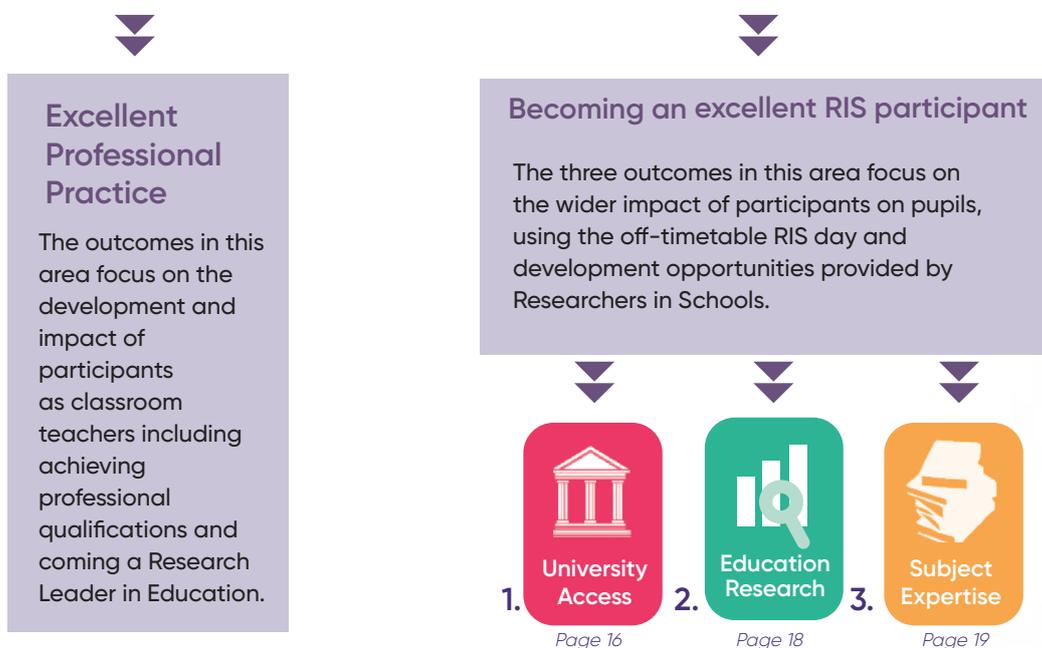


Researchers in Schools

Researchers in Schools is a unique route into teaching designed for PhD graduates. The programme contributes to the mission of The Brilliant Club by mobilising the research community to become outstanding classroom teachers, as well as champions of evidence-based practice and higher education.

The programme harnesses the unique skill set of PhD graduates for the benefit of pupils and schools. Participants have one day a week of protected time to work towards the charity's missions, - the 'RIS day'. This includes delivering Uni Pathways, as well as focusing on education and subject research.

Participants Outcomes Framework



RIS Participant Training

RIS participant outcomes are vitally important – the purpose of the programme is to develop excellent subject specialist new teachers and access champions, who will have a meaningful impact on pupil success. Therefore, our participants' training is organised around our Participant Outcomes Framework, which outlines the specific outcomes participants work towards throughout the three-year programme and as alumni.

In 2016/17:

681

PhD graduates applied across all subjects

84%

of applicants reported that they were not applying to become a teacher by any other route



125

PhD graduates supported by us in

79

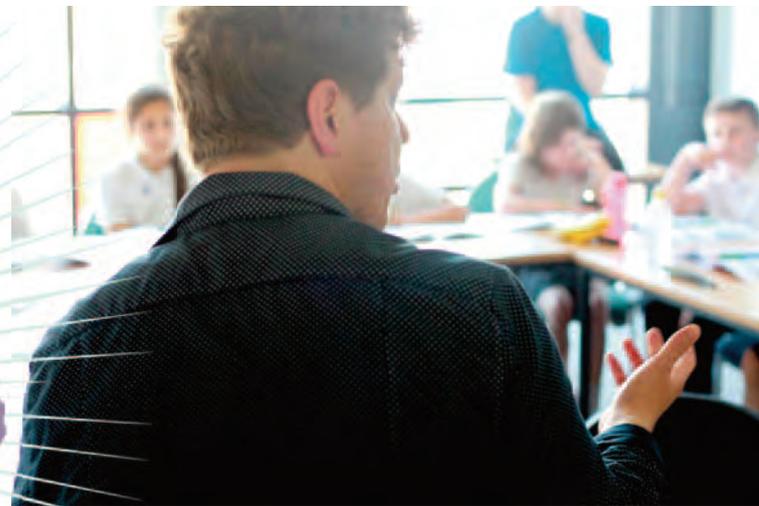
different schools across

7^{OUT} 8

Regional School Commissioner areas in England, working with

14

Initial Teacher Training Partners



"Our science department has been completely transformed with the addition of our RIS trainee teachers."

Jenni Tyler-Mayher, Executive Headteacher, Cleeve Park School, London

RIS works with excellent partners to deliver its Initial Teacher Training provision.

In 2016/17:



100%

of ITT providers are rated good or outstanding



"We find the RIS trainees bring excellent subject knowledge that our pupils can benefit from in lessons. They have up-to-date knowledge of science which is helping to develop the expertise of the department."

Katherine Sen, Subject Mentor, Oasis Academy Oldham, Manchester



"I chose RIS because it was the only teacher training route that recognised the impact that a PhD graduate can have in schools."

Dr Fabio Di Salvo, RIS physics participant, Therfield School, Surrey



Initial Teacher Training Training Structure

Summer Training

1. Participants attend our pre-programme induction course, facilitated by education experts from The Brilliant Club and the wider education profession.
2. Participants attend sessions on career transition into secondary education, designing their Uni Pathways course, and widening participation strategies.



Year One

1. Participants train one day per week with our regional ITE providers towards achieving Qualified Teacher Status (QTS).
2. Participants spend three days per week in the classroom, building up to independent teaching through a programme of observation, advice and feedback delivered.
3. Participants have one day of protected time per week to deliver Uni Pathways and support pupils with their exam grades. Participants can use the rest of the day to pursue research-based activities.



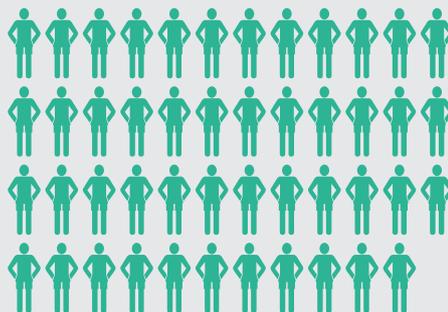
Excellent Professional Practice

Development and impact as a classroom teacher

In 2016/17:

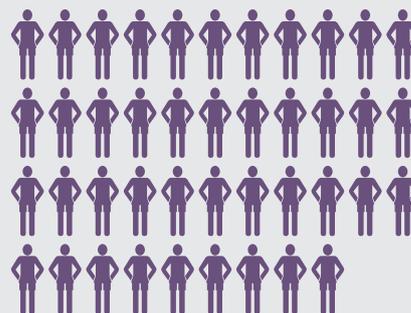
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Participants achieved Qualified Teacher Status



42

Participants completed their Newly Qualified Teacher year



96%

Achieved a good or outstanding QTS grade

Year Two

1. Having achieved QTS, participants complete their Newly Qualified Teacher (NQT) year.
2. Move to teaching four days per week with one day per week to deliver Uni Pathways.



Year Three and beyond

In the third year, participants can complete the Research Leader in Education award, which equips them to disseminate their subject knowledge and research expertise by delivering a series of Continuing Professional Development (CPD) sessions to other teachers.



"It has been fantastic having new enthusiastic members of staff who are eager to share their experiences and knowledge with our students. Both RIS teachers [at our school] are very reflective and well organised; this has ensured a professional approach to planning, teaching, marking and their own professional development. As a large academy, we fully recommend the RIS programme as a great teacher training provider."

Paul McEvoy, Deputy Head of Science and Subject Mentor, Oasis Academy Manchester



"Our experience with four RIS trainees has been excellent; they are enthusiastic, committed, hard-working, flexible and exceptionally knowledgeable about their subject areas."

Joy Morgan, Professional Tutor

RIS Training

Throughout all three years of the programme, participants attend one development day every term. These days bring together the RIS community and provide professional development training covering all aspects of the Participant Outcomes Framework.

Becoming an Excellent RIS Participant

Wider impact on pupils and contribution to the aims of the programme



1. University Access



In 2016/17, all RIS participants delivered Uni Pathways, a university access intervention and a cornerstone of the RIS programme. Uni Pathways is a two-year programme delivered alongside participants' classroom teaching to support small groups of pupils to develop the knowledge, skills and confidence to successfully apply to highly-selective universities.

Participants worked with

their schools to select groups of Year 9 pupils to take part in the programme. We required at least 55% of those pupils to meet at least one of our targeting criteria.

Participants in the first year of the programme delivered a series of university-style tutorials to pupils based on their PhD research, introducing pupils to supra-curricular topics, as well as university terminology and marking structures.

Participants developed

course handbooks to guide pupils through their courses.

Pupils in the second year of the programme, completed a subject attainment booster, focused on ensuring that they achieve the GCSE grades necessary to successfully apply to a highly-selective university.

Participants also received training to provide mentoring to pupils and give information, advice and guidance on university applications.

In 2016/17:



Uni Pathways Case Studies



DR MARC McLAUGHLIN
LAMPTON SCHOOL
UNI PATHWAYS TITLE:
Movie-Made Novels: How Does Cinema Influence Literature?

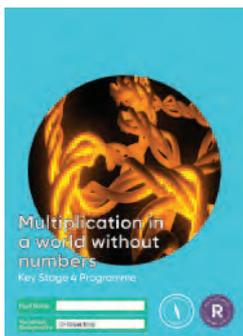
UNI PATHWAYS HIGHLIGHT:
'Seeing the pupils stride confidently around an Oxford quad after our mini-conference.'



DR ALICE LEN
CLEEVE PARK SCHOOL
UNI PATHWAYS TITLE:
Disease Detective: Putting the pieces together to solve the mystery of what drives disease.

UNI PATHWAYS HIGHLIGHT: 'Being told by some of the students who weren't sure about going to university that they now want to work towards getting into medicine!'

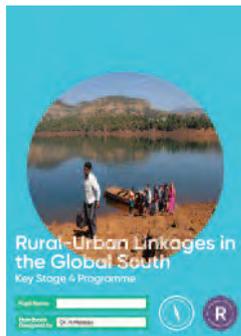
Courses taught in 2016/17 included:



World Without Numbers



Should The Planet Pay The Price For Our Good Health?



Urbanisation and Rural-Urban Linkages in the Global South



Ships, Shocks and Cavitation - The Physics of Underwater Explosions

Uni Pathways Coursebook

The course handbook is a key feature of Uni Pathways and allows RIS participants to create unique, fascinating and challenging courses designed to inspire and stretch the pupils who complete them.



Uni Pathways Pupil Targeting

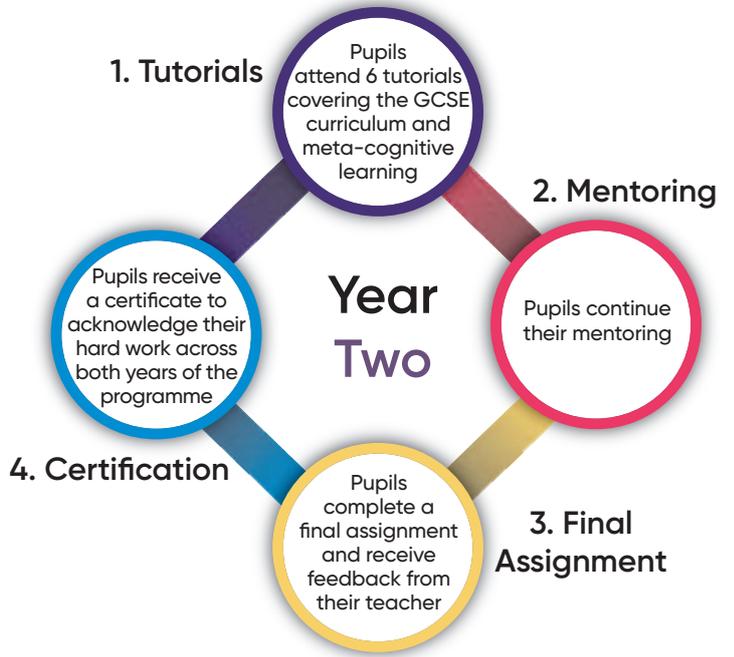
In 2016/17, 75% of the pupils on Uni Pathways met at least one of the following criteria

Live in bottom 40% of IDACI postcodes

No parental history of HE

Eligible for Pupil Premium

Uni Pathways Course Structure



"Uni Pathways has quite clearly encouraged a more positive attitude towards physics. Since the launch of Uni Pathways this year, we have spent an evening at a prestigious university, a trip to the Royal Observatory and a conference call with Dr Liz Bartlett at ESO Santiago. All the students involved in Uni Pathways have thoroughly enjoyed it; their attitudes towards physics have improved and there is a strong sense of pride amongst them."

Aoife Meenan, Subject Mentor for physics, Parliament Hill School, London



"I found the course on computational fluid dynamics highly enjoyable; it was an interesting insight into the more independent style of study that I will be doing at university next year. I improved skills such as researching, referencing and writing in academic prose. The best extra-curricular course I've ever done!"

Uni Pathways pupil, Therfield School, Surrey



2. Education Research

Participants are supported to proactively engage with evidence-based practice to inform their work in the classroom and in the third year of the programme are able to undertake the Research Leader in Education award (RLE award).



A RIS Teacher's Diary

	MONDAY	TUESDAY
PERIOD 1	8.00am arrive at school Year 9 – Physics practical. Opened with, 'what is the mass of this toy dinosaur?'	8.00am arrive at school NQT session: fed back to colleagues on metacognition research I am doing, as relevant across subjects.
PERIOD 2	Planning and preparation	Y7 – Science practical on diffusion – 'what is needed to make a perfect cup of tea?'
PERIOD 3	Year 11 – Science. To make practical more relevant I asked, 'do tsunamis travel quicker in deep or shallow water?'	Year 9 science – very able group, stretching them beyond their comfort zone and encouraging critical thinking.
PERIOD 4	Lesson observation	Year 9 – Physics Exploring online revision resources
PERIOD 5	Year 10 – Physics. Introduced new waves topic. Discussion went beyond curriculum to A-Level topics like wave interference.	Marking + emails
AFTER SCHOOL	Delivered department CPD session on space for non-specialists.	Uni Pathways

RLE projects undertaken by RIS participants in 2016/17 included:



What impact do targeted memory recall interventions have on successful problem-solving processing for a top set GCSE Maths students?

By Dr Chinwe Njoku

The work of RIS participants spans teaching, training, widening participation activities, research and making wider contributions to their schools. The example teacher diary below gives an overview of what a typical week looked like for RIS participants in 2016/17.

WEDNESDAY

RIS day

Working on Uni Pathways lessons - excited to deliver these!

Presented work on the statistical significance of education research and challenges in assessing impact at meeting with schools leaders from across Birmingham.

THURSDAY

8.00am arrive at school

Year 7 – Science
Double lesson – Set up a crime scene for pupils to enter. Their challenge was to determine who did the graffiti. They used chromatography to investigate.

Year 10 – Science

Observing lessons and discussing metacognitive approaches to revision

Year 11 – Science.
Discussed reliability of information from different resources as a key skill for university

FRIDAY

8.00am arrive at school

Year 9 – Physics

Marking end of topic tests. Analysed responses to set targeted reflection.

Mentor meeting – reflecting on week, weekend RIS CPD and setting targets.

Year 7 – Science
Delivered session of cryptography scheme of work I have been developing

Year 8 – Physics



3. Subject Expertise

The advanced subject knowledge RIS participants bring to their schools enables them to stretch and challenge their pupils. In doing so, they can inspire pupils to engage with their subject even beyond the curriculum.



“We have a fantastic physics teacher, with excellent subject knowledge, teaching great lessons at a time when recruiting any science teacher is very challenging. I was talking to one of our Year 12 students and his mum at parents evening. Following the sixth form trip to CERN in Geneva (led by Dr Di Salvo) this student is committed to a career in science or engineering. For this student, Dr Di Salvo’s teaching and leadership has changed his life.”

James Malley, Head Teacher,
Therfield School, Surrey

The impact of a ‘Science Capital’ intervention on engagement in a year 8 science class

By Dr Brian McGovern



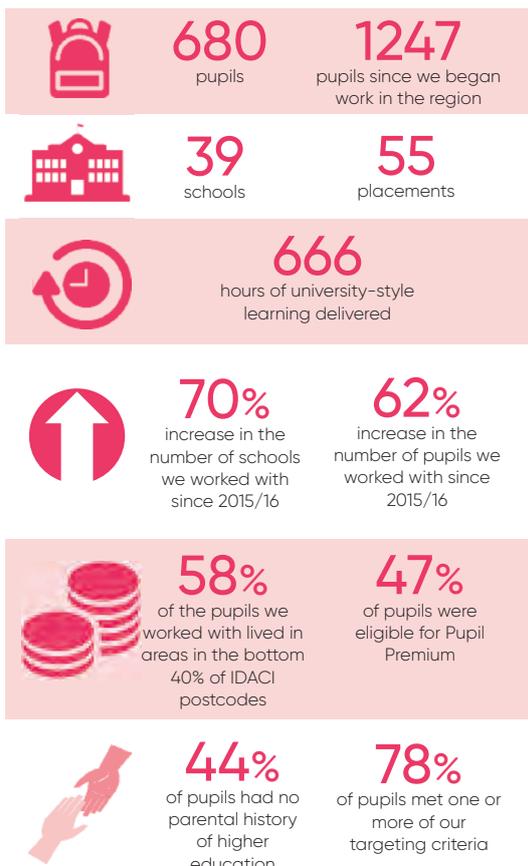
The Brilliant Club in the North West

Each year in our Annual Impact Report, we highlight our work in a particular region of the UK. This year, we take a look at The Brilliant Club's work in the North West of England.

The Brilliant Club began working in the North West in the summer of 2015, partnering first with the University of Manchester, with generous support from the Garfield Weston Foundation. We run both The Scholars Programme and Researchers in Schools in the region and have grown our provision here significantly this year; increasing the number of schools we partner with by 70% on the previous year.



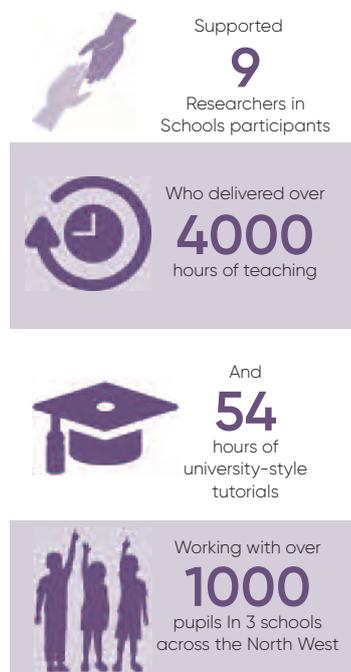
In 2016/17 in the North West, The Scholars Programme worked with:



Researchers in Schools

The 2017 State of the Nation Report detailed how the North West has struggled, like many other regions, to recruit and retain high-quality teachers and school leaders. (State of the Nation 2017: Social Mobility in Great Britain, p. 100)

In 2016/17 in the North West, Researchers in Schools:



All RIS participants working in the North West have Honorary Research Associate status at King's College London



"I thought it was very fun and I learnt a lot throughout the course. I would love to do this again as it will improve my skills and teach me different methods of learning."

Scholars Programme pupil
Broad Oak Sports College, Bury



"Fantastic opportunity to share new horizons at such an impressionable age."

Parent of Scholars
Programme pupil,
Wellacre Academy, Flixton



Schools delivering The Scholars Programme



Schools with at least one Researchers in Schools teacher



Full University Partner:
Pupils on The Scholars Programme attend trips here and we recruit and train PhD tutors from this university

University of Manchester
Lancaster University
University of Liverpool



Researcher Development Partner:
We recruit and train PhD tutors from this university

University of Salford
Manchester Metropolitan University
Liverpool John Moores University



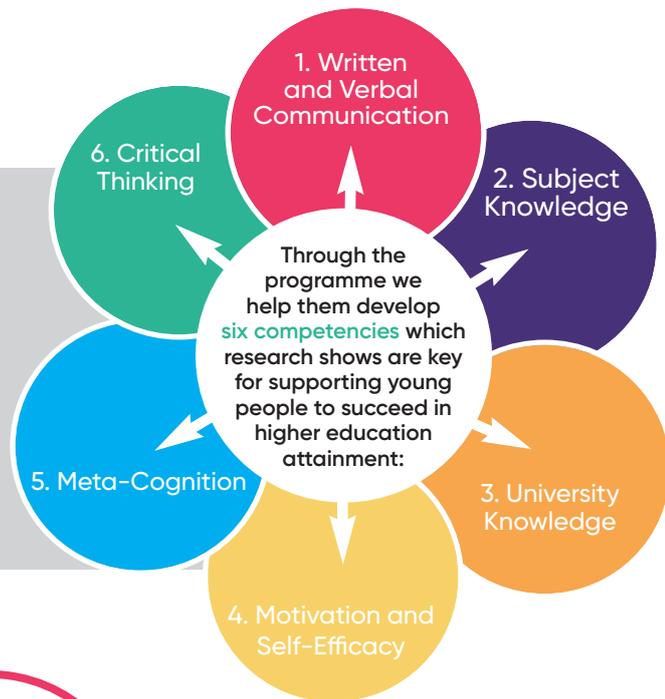
The Scholars Programme

In 2016/17, The Scholars Programme worked with 10,560 pupils in 546 state schools across England, Scotland and Wales to support young people from underrepresented backgrounds develop the knowledge, skills and confidence to progress to highly-selective universities.

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 what university life and university learning are actually like.

The Scholars Programme, in partnership with leading universities, introduces state school pupils to 'supra-curricular' courses, designed and delivered by PhD researchers, based on their own research. Each course is delivered in schools through university-style tutorials with challenging academically rigorous homework assignments leading to the completion of a final assignment. The programme starts and finishes with a campus trip to one of our partner universities.

By developing these competencies, and by spending time with their PhD tutor, graduates of The Scholars Programme build their confidence to apply to highly-selective universities and the knowledge and skills to secure a place.



The Scholars Programme in numbers, 2016/17:

10,560
Pupils

worked directly with our PhD tutors

Since 2015/16, this represents a growth of: **21%** ↑

546
Schools

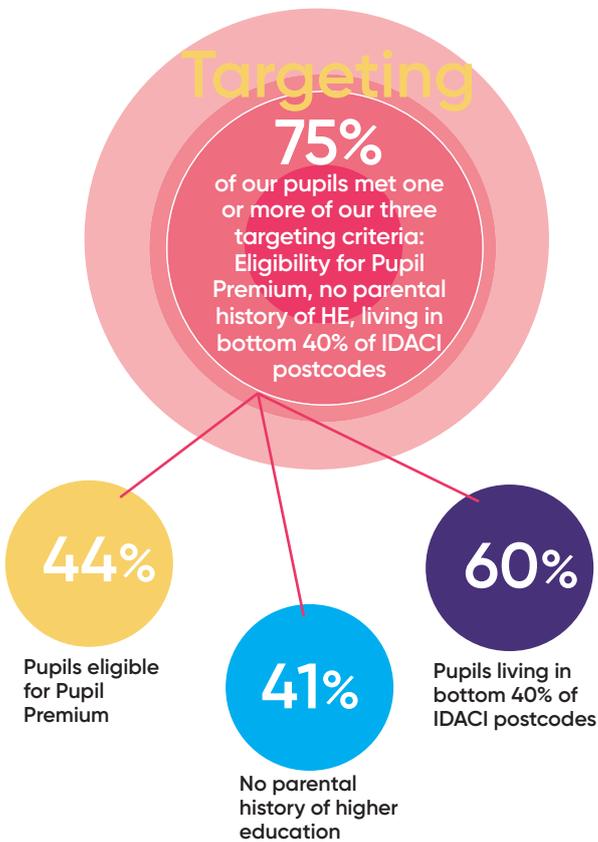
ran a total of 917 Scholars Programmes

34% ↑

50%
of pupils

who took part in The Scholars Programme were in Key Stage 2 or 3

58% ↑



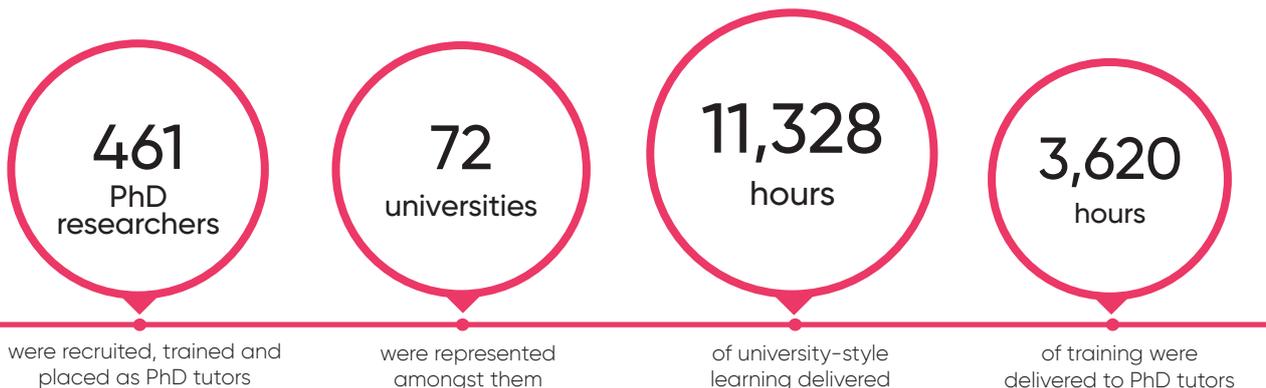
The Brilliant Club in Rural and Coastal Areas

The Brilliant Club's mission is not bound by geography and our model allows us to reach pupils in rural and coastal schools, where many other interventions can't.

Thanks to the geographic spread, flexibility and dedication of our PhD tutors, in 2016/17:



For more information on our geographic reach in rural and coastal areas, please read our impact case study, *Going the Distance: Improving University Access in Rural and Coastal Areas*, published on our website.



The Scholars Programme Impact



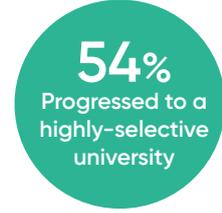
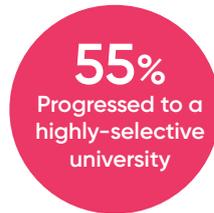
For the last two years, The Brilliant Club has worked with the Universities and Colleges Application Service (UCAS) to evaluate the impact of its programmes on progression to highly-selective universities.

The project had two phases. First, UCAS has analysed the destination data from the cohort of 685 school leavers who completed The Scholars Programme in 2015 and 2016. Second, each year, UCAS compares the progress of pupils completing the programme against control groups matched for GCSE attainment and socio-economic factors to provide a fair comparison and account for selection bias.

Phase 1: Pupil Destinations

The UCAS data showed that of the pupils who completed The Scholars Programme:

And of Ever6FSM pupils:



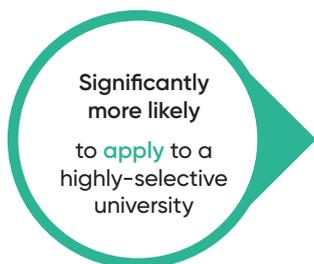
 Compared to a national progression rate of 12%

Phase 2: Control Group Comparison

To ensure that this impact was not the result of bias in school or pupil selection, UCAS evaluated the effect of The Scholars Programme against 500 control groups of a similar size. This year's cohort was made up of 362 pupils who completed The Scholars Programme in Summer 2016, and left school the following the year.

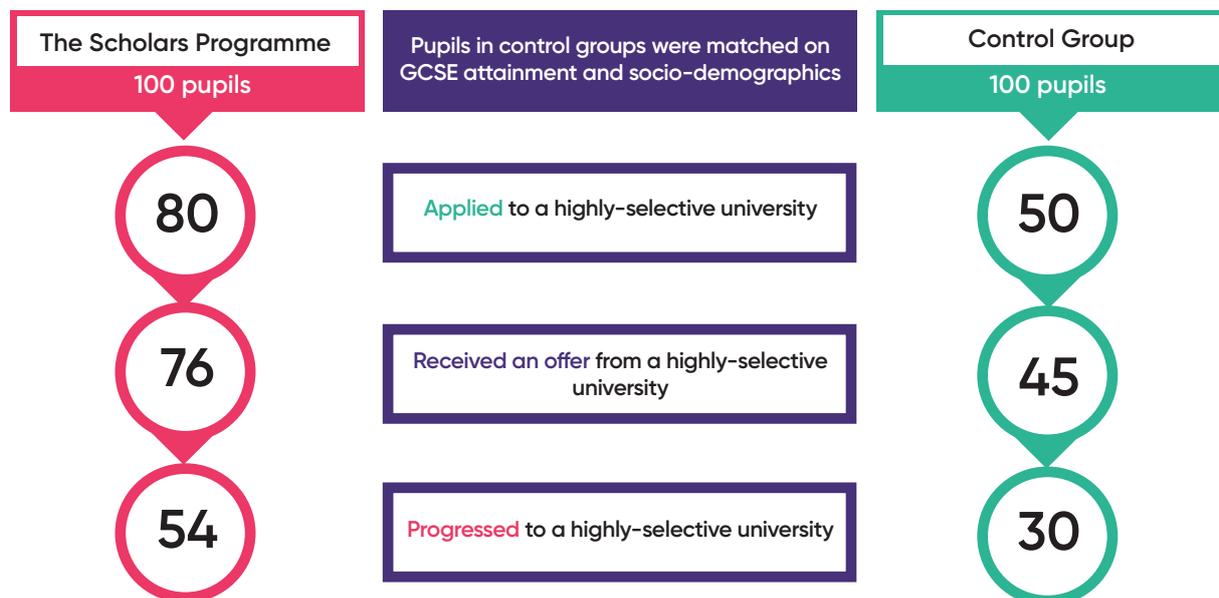
Pupils in the control groups were matched for a range of characteristics, including postcode, ethnicity and prior attainment at GCSE.

When compared to a control group, pupils who had completed The Scholars Programme were:

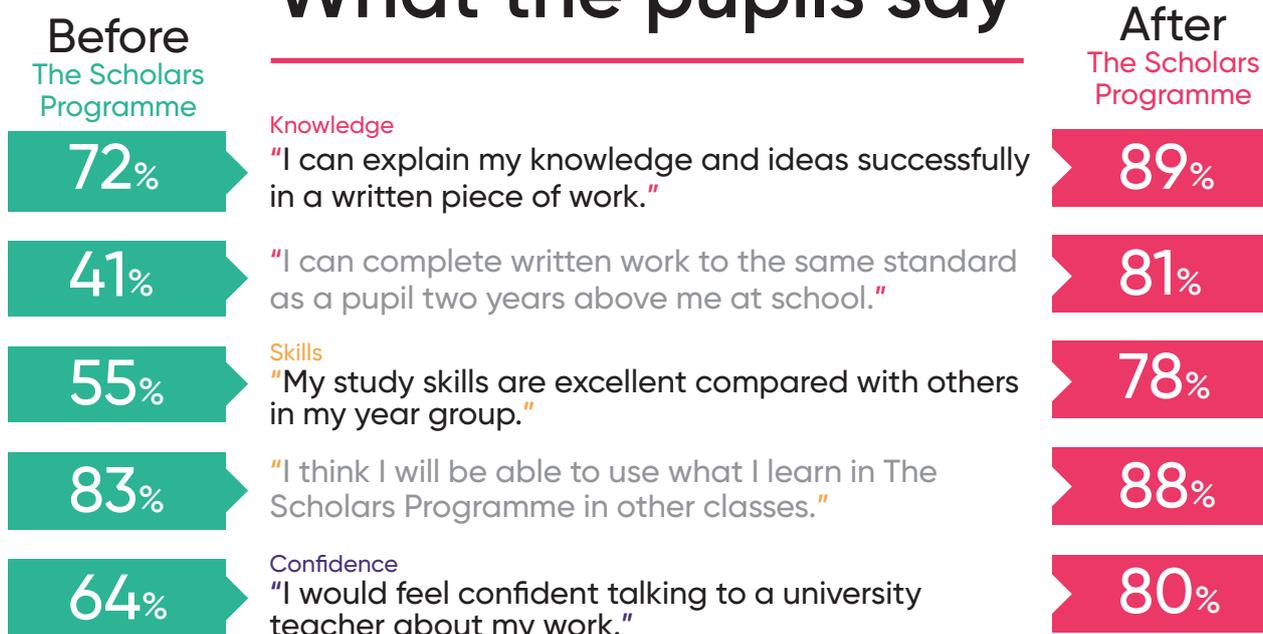


This analysis found that pupils who completed The Scholars Programme were significantly more likely to progress to a highly-selective university, having made the conditions of their offer including their A-Level grades.

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.



What the pupils say



*These percentages are based on "strongly agree" and "agree" responses from a 5-point answer scale of over 6300 pupils, before and after completing The Scholars Programme.



Pupil Journey

Pupils are selected to take part in The Scholars Programme by their teachers, who often run a selection process. In line with our mission to support pupils from underrepresented backgrounds, we require at least 55% of the pupils selected to come from one of our target backgrounds.

1. Launch trip

Each programme begins with a launch trip to a highly-selective university. Pupils are taken on a tour of the campus by current undergraduates, learn about the university from admissions staff and take part in the first tutorial with their PhD Tutor.



“They attended their initial, inspirational launch event at the University of Manchester, where they met their PhD tutor, a specialist in quantity surveying. Their project was genuinely fascinating....It really demonstrated the application of maths in a real-world situation, and was a topic you could almost guarantee no other 14-year-old knew anything about.”

Samantha Harrison, Lead Teacher, The Cooperative Academy of Stoke-on-Trent

2. In-school tutorials

The in-school tutorials culminate in pupils completing a challenging university-style assignment, which is marked by PhD tutors at one Key Stage above their current level. Grades are given as university-style marks, with pupils receiving a 1st, 2.1, 2.2 or a 3rd.



“Our tutor did his best to ensure that we were understanding the content, whilst also pushing us to expand on our ideas. While doing all of this, he made sure that we were comfortable, and that the tutorial environment was one where we could confidently share ideas.”

J. Bajwa, Year 12, Abbotsfield School, Uxbridge

In 2016/17 we introduced an extra in-school feedback tutorial based on evidence that more one-to-one feedback improves pupil outcomes.



1.
Launch trip

2.
In-school tutorials

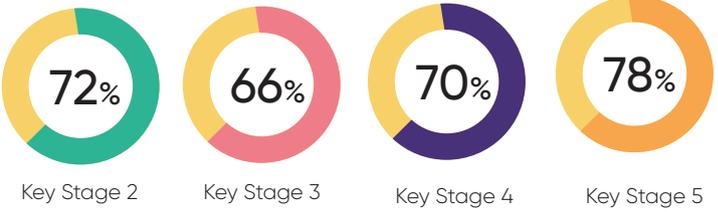


11,328
hours of tutorials
delivered by PhD tutors

3. Assignment

Following the launch trip, PhD tutors visit their schools on a weekly basis to deliver a programme of six tutorials, based on the type of pedagogy found at highly-selective universities. Groups are made up of no more than six pupils in all years except Year 12, where the group size is four.

Pupils achieving a 1st or a 2.1 in 2016/17:



“The independence encouraged by the tutors has been empowering for our pupils and having the confidence to assert their academic opinions has been demonstrated much more broadly across their school work.”

Sally Holt, Aspirations Co-ordinator
Dyke House Sports and Technology College, Hartlepool

3. Assignment

4. Graduation event

Pupils who successfully complete the programme are invited to a graduation event at a highly-selective university. Graduation events often take place on Saturdays enabling parents and carers to attend too.



**Based on the responses of over 1200 parents.*



“The Brilliant Club has made me want to attend a top university because this incredible opportunity gave a unique insight into the educational life and the extra-curricular life of university. I like everything I saw and it made me realise it is actually achievable.”

J. Mellin, Year 9, Dwr y Felin Comprehensive, Neath



“Absolutely brilliant. Enjoyed every minute of this experience together with my son who is 11 and got a 2:1 grade. I'm extremely proud and will continue to support him all of the way in his education to hopefully end up at university.”

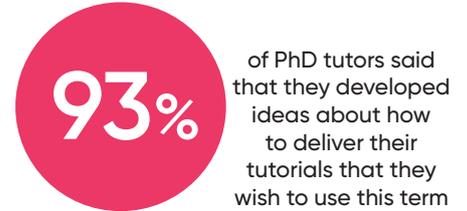
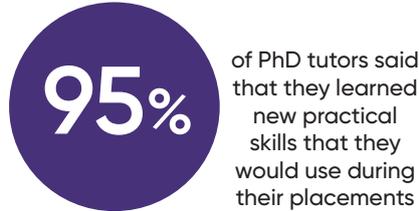
Parent, Coventry

4. Graduation event



PhD Tutors of The Scholars Programme

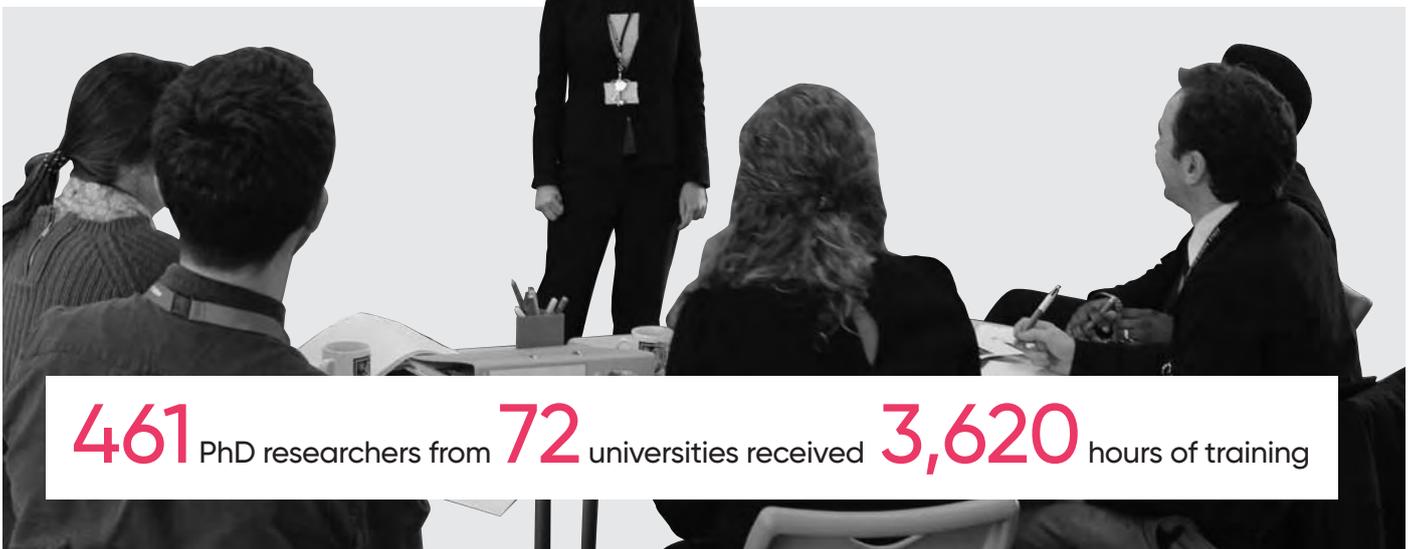
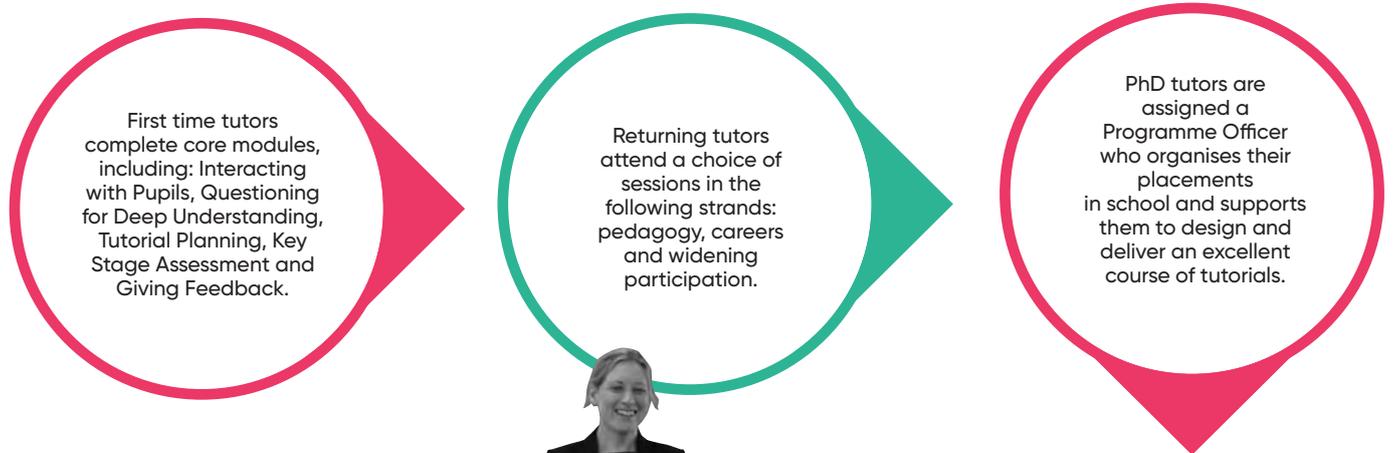
Our PhD tutors are experts in their fields and come from over 70 universities across the UK. PhD tutor selection is competitive and applicants who make it through the first round of selection are invited to attend assessment centres for final selection.



**Percentages are based on more than 490 PhD Tutor responses.*

Researcher Development Training

Successful candidates are required to complete our Researcher Development Programme, which is a structured programme designed and delivered by qualified teachers. The training supports PhD tutors to develop the key skills needed to deliver effective university-style learning in schools, to develop their research 'into an accessible and challenging course for their pupils or to confidently adapt a pre-designed programme for younger students. PhD tutors attend one or two training weekends a year depending on how many of the key stages they will be working with.



461 PhD researchers from **72** universities received **3,620** hours of training



Tom Graeme-Drury is completing a PhD on the supraspinal effects of spinal cord stimulation on chronic pain at Birmingham City University.

Meet our PhD tutors



Dr Katharina Hickey completed her PhD at the University of British Columbia, Canada, with a thesis titled, Towards a Global Classification of Volcanic Tremor. She is now based at the University of Exeter.

<p>I'm on my fourth placement, technically! This is my third term, but during my second term I had two placements simultaneously</p>	<p>How long have you worked as a Scholars Programme PhD Tutor?</p>	<p>I became a PhD Tutor in 2017, working with Helston Community College in Cornwall.</p>
<p>Luckily, I am teaching a course that everyone seems to engage with! Talking about the brain, neuroimaging and neurostimulation seems to resonate with everyone on some level.</p>	<p>How do you find pupils engage with your subject? Has this been a challenge?</p>	<p>I was teaching a course on climate change. This topic is heavily discussed in the media, and many misconceptions exist. Despite these, I found that the students were extremely curious and very quickly grasped the basic concepts. Just as with any group of students, there were a couple who took some time to engage with the course, but in the end all of them submitted some truly amazing essays.</p>
<p>The highlight of my tutoring so far was very recently - when receiving their grades, several of my pupils said, "thank you for everything". It was really satisfying to feel like they'd appreciated the extra hours I'd put in, and that I'd helped them grow.</p>	<p>What have been your highlights as a PhD Tutor?</p>	<p>In addition to the general pleasure of teaching and engaging with the students, I was delighted that one of the students was so excited about the course that he got in touch through the Virtual Learning Environment before our course even began! Another highlight was having one of my pupils published in The Brilliant Club's academic journal of pupil work, The Scholar. I was very impressed by her mature work and submitted it for publication - now she is a published author!</p>
<p>At first I was surprised by how well my Key Stage 5 group grasped the topics I was discussing. Then I was surprised by Key Stage 4 students grasping those same topics. Then I was surprised by Key Stage 3 students grasping those topics!</p>	<p>Has anything about your experience as a PhD Tutor surprised you?</p>	<p>I always knew this in theory, but in practice it was still surprising to experience how much work goes into the course / lesson preparation, marking of assignments and related follow-up, compared to the time spent teaching the students. Teachers do not have the easy life that some people claim!</p>
<p>Absolutely. Teaching isn't always the easiest thing to get into in higher education but The Brilliant Club's training weekends have opened my eyes to some really helpful teaching perspectives and techniques, as well as providing real teaching experience.</p>	<p>Do you think your experience as a PhD Tutor is beneficial to your work outside The Brilliant Club?</p>	<p>The teaching experience has changed how I view and approach outreach work with teachers and their students in my current role. It has helped me to design outreach programmes that involve minimum effort for teachers so that as many students as possible can benefit.</p>
<p>The training was really helpful. It's genuinely enlightening to be given masterclasses by people who've already taught the key stages you're going into - especially when in HE we're often not given the skills to teach, rather we're expected to be able to do so already. Nothing can quite prepare you for sitting in front of your students, but training weekends come close!</p>	<p>How did you find The Scholars Programme training?</p>	<p>The training is as good as it can be. There will always be things out of one's control - individual students, challenges with a specific topic within the course, or logistical issues, but in most cases those can be dealt with if one is willing to ask for help (for example, from the teachers or The Brilliant Club staff).</p>
<p>Definitely. I regularly recommend it to colleagues. I personally love teaching, so "rewarding" doesn't really cover it. I get to practise teaching with support, consolidate my own understanding of my topic and be compensated for my work? Yes please!</p>	<p>Would you recommend The Scholars Programme to other PhD researchers?</p>	<p>I would definitely recommend the programme to any researcher interested in teaching at any level. Teaching experience and enjoyment from working with local schools come naturally as part of the programme. In addition, delivering a course on a topic you know well and making it suitable for young people without much prior knowledge can really help your own understanding. It also helps keep the bigger picture of your research in mind, which is sometimes easy to lose when you're going through your daily research routines and tasks.</p>

Tom's course is titled, 'Pain, the Brain, and a Good Excuse to Electrocute People!'

Katherine's course is titled, 'The Anthropocene vs. Deep Time - A Journey through Earth's Climate History.'

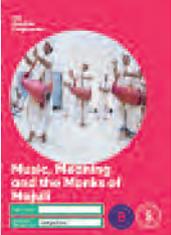
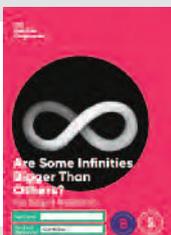
Inside a Scholars Programme Course

Excellent course design is at the heart of The Scholars Programme's success.

For pupils in key stages 2 and 3, we work with academics to create standard programmes that can be adapted by PhD tutors in line with their area of specialism. For example, in 2016/17 we partnered with No. 10 to create a politics course titled 'Inside No. 10: The British Prime Minister in the Post-War Years'. We also partnered with the University of Strathclyde, producing 'The Chemistry of the Cupcake', and with the University of Oxford Faculty of Law to create a law course entitled, 'What are Rights?'

For pupils in key stages 4 and 5, PhD tutors are supported by our team to create engaging, accessible and challenging courses based on their PhD research. PhD tutors produce a course handbook using a template we provide. The course handbook contains information for seminars, useful resources and guidance for pupils and guides them through the course.

A selection of the courses PhD tutors delivered in 2016/17:

<p>Music, Meaning and the Monks of Majuli</p>		<p>24 Key Stage 4 pupils from Phoenix Academy and Hammersmith Academy in London studied this arts and humanities course, which was created and taught by PhD Tutor Georgie Pope, King's College London</p> <p>62% achieved a 1st or 2.1 in their final assignment</p>
<p>Inside No.10: The British PM in the Post-War Years</p>		<p>126 Key Stage 3 pupils across the UK studied this politics course</p> <p>58% achieved a 1st or 2.1 in their final assignment</p>
<p>The Healthy Heart</p>		<p>603 Key Stage 2 pupils across the UK studied this biology course</p> <p>63% achieved a 1st or 2.1 in their final assignment</p>
<p>Are some infinities bigger than others?</p>		<p>8 Key Stage 5 pupils from The Rodillian Academy in Leeds studied this maths course, which was created and taught by PhD Tutor Alex McGaw, University of Manchester</p> <p>63% achieved a 1st or 2.1 in their final assignment</p>

Room for Improvement

The Brilliant Club is committed to delivering the best possible outcomes for the pupils we work with. Rigorous evaluation and transparency lie at the heart of this.

In line with this commitment, here we reflect on where we fell short in 2016/17 and what we are doing in 2017/18 to improve the impact of our work.



95 of the **290** pupils who applied to a highly-selective university did not progress to one

To improve our impact on pupil outcomes, we are introducing the following programme innovations in 2017/18:

1.



All pupils on The Scholars Programme now complete a baseline assignment at the beginning of the programme, to enable us to more accurately measure the programme's impact on attainment.

2.



An additional tutorial focused on one-to-one, personalised feedback has been introduced to both The Scholars Programme and the Uni Pathways intervention delivered by Researchers in Schools participants. In these tutorials, PhD tutors support pupils to reflect on their learning outcomes and to plan their next steps towards university.

3.



Additional information, advice and guidance on applying to and preparing to attend highly-selective universities is now provided to Year 12 pupils on The Scholars Programme. This is delivered through our Virtual Learning Environment and through regional conferences during the spring and summer terms. This support includes practical advice on writing personal statements and preparing for admissions tests.

The Brilliant Club's Partnerships

To enhance the impact of our programmes, we collaborate with organisations that share our mission. These partnerships add knowledge, skills and reach to our work. Below we share two case studies of our partnerships:

Corporate Partner Case Study: BCS Consulting



BCS Consulting is a management consultancy firm that places significant emphasis on corporate and social responsibility. The Brilliant Club has a five-year partnership with BCS, that runs from 2015 to 2020.

The partnership is innovative because in addition to financial support, BCS provide core expertise and consulting services to the charity to help us grow, develop and optimise our impact. BCS also run a mentorship programme for leaders within the charity.

BCS provide expertise on a wide range of projects to help optimise our operations. In 2016/17 this focused on cost cutting and finances. We worked with BCS to implement a cross-organisational cost-cutting programme that is on track to save £25,000 for the charity per year by using new software platforms and economies of scale. BCS also assisted with tender processes.

We aim to share knowledge across the partnership and have benefited from several successful knowledge-sharing sessions with senior leaders from both organisations focusing on HR, facilities, IT and finance. Each organisation delivered training to the other, and we have realised mutual benefit and learning from this experience.

Meet the BCS team working with The Brilliant Club:

Abdulla Mashaal Principal Consultant

I have helped spot opportunities for us to collaborate and to advise on new projects from the start. This has included the replacement of a strategic Brilliant Club vendor and kicking off development of the Teacher Toolkit. For me, working with a motivated team who are passionate about improving access to higher education was a privilege and highly rewarding.



Lloyd Davies Consultant

I have been working with The Brilliant Club on their cost initiative programme with my focus on helping to reduce their travel costs. I have really enjoyed my work with The Brilliant Club and have appreciated working with extremely positive people and hopefully delivering some cost savings.



Peter Young Principal Consultant

I've been leading the pro bono initiative to review costs for The Brilliant Club. It's been a pleasure to work with the team, and this initiative has got me thinking what more BCS can do to save.



Josephine Seymour Senior Consultant

I've been working to assist The Brilliant Club with the search and selection of a new external print supplier. We applied third party and supplier management skills and experience of undertaking supplier selection and tender processes. We have gained a great insight into how a charity / small company operates and I've personally really enjoyed the opportunity to work towards a tangible benefit for The Brilliant Club.



Tristan Frost Managing Consultant

As CSR lead I was part of the leadership team that created the partnership with The Brilliant Club, established the ways we would work together and am now responsible for the continued execution against our agreed strategy. With such a capable and enthusiastic CSR team my role is to ensure that The Brilliant Club are aware of the skills and experiences we can offer and to put in place long lasting and valuable working relationships to embed the partnership into all aspects of our business.





University Partner Case Study: UCL



Our partnership with UCL has resulted in a number of exciting projects for the charity, organised around three themes: researcher development, widening participation and work with the UCL Faculty of Engineering Sciences.



Researcher Development

The partnership with UCL's Doctoral School began in 2013 and enables us to recruit and train PhD researchers from UCL and place them in non-selective state schools to deliver The Scholars Programme. UCL is the largest provider of PhD tutors in the country, with particularly high numbers of STEM researchers taking part.



Widening Participation

We collaborate with the UCL widening participation team in two ways. Firstly, through UCL's 'Young Researchers' scheme, which is a Year 11 to Year 12 transition programme. Participating pupils undertake a six-week programme of tutorials and study skills sessions, submitting a final assignment and attending a celebration evening at the end of the programme. The tutorials are run by UCL PhD researchers, recruited and trained by The Brilliant Club. We also collaborate with the team to run a series of research projects focusing on programme evaluation.

UCL Engineering

The Brilliant Club works with the UCL Faculty of Engineering Sciences to design and deliver a number of Key Stage 2 and 3 Scholars Programmes, which are delivered to pupils across the UK. In 2016/17, PhD researchers from the department worked with Brilliant Club staff to produce two programmes: 'How many Engineers does it take to make an ice cream?' and 'Taming the BristleBOT'. Both programmes supported pupils to explore high-level engineering principles, use an engineering approach to problem solving and take part in practical learning tasks.





The Brilliant Club's Partners

Alongside the 605 non-selective state schools we worked with in 2016/17, we would like to recognise the particular contribution of the following organisations:





thebrilliantclub.org

 @BrilliantClub

 0207 939 1946

 hello@thebrilliantclub.org