



**IMPACT
REPORT
2019-20**





Foreword

The only thing better than progress is the potential for even more.

In that spirit, our warmest wishes go to the very first Universify participants, from our 2016–17 programme. Whatever path they've taken, inside or outside university, we're delighted to see how far they've come — and we can't wait to see what they achieve next.

Many are now enrolled at such selective institutions as Imperial College London, King's College London and the University of Oxford, where we host our residential courses. They tell us they couldn't have done it without Universify, and our impact shines through in the data.

Using UCAS Strobe data we found that our participants were more likely to go to university than non-participants, and nearly three-quarters of our applicants set their sights on Russell Group institutions; unimaginable before Universify.

Next year, with a larger cohort, we look forward to demonstrating the final link in the chain: a significant increase in enrolment at the most selective universities.

Success comes in many forms, though. Even if our participants pursue alternative routes, away from university, we're honoured to provide memorable and meaningful experiences that help inform their decisions. This year we'll develop a methodology to measure that too.

The number of participants we work with continues to grow. It's hugely encouraging to see consistent improvement in their attainment and their aspirations, thanks to Universify.

Which brings us to us. There are reasons to feel pride in everything Universify has accomplished so far, but even more reasons to feel excited about what we'll accomplish next, especially now we have the support of our principal corporate sponsor, Macquarie Group Foundation.

So, we present this report with our eyes fixed firmly on the future. Progress, and the potential for even more.

Harry Hortyn, Chair of Trustees, Universify Education

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Impact summary

OVER THE LAST FOUR YEARS WE HAVE WORKED WITH

391
participants

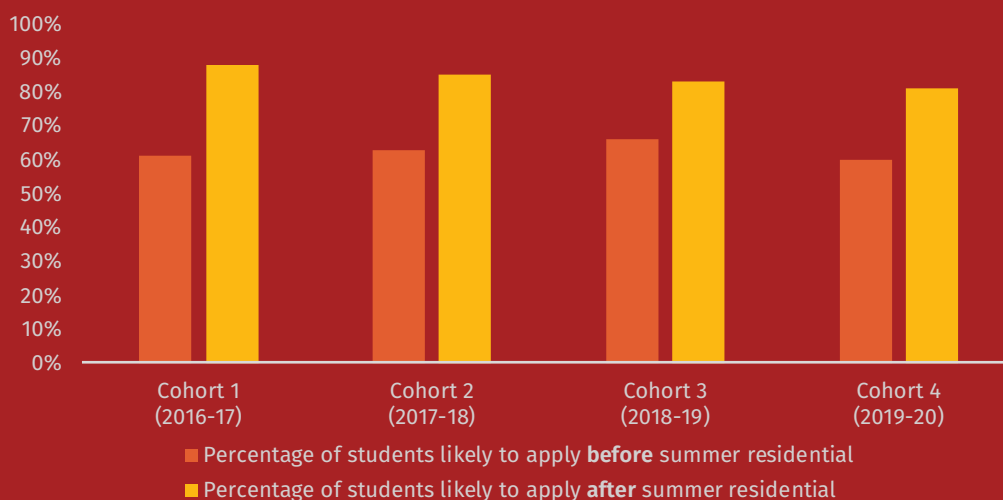
from

86
partner schools

with the
help of

135
volunteers

WE INCREASED PARTICIPANT ASPIRATIONS TO APPLY TO HIGHLY-SELECTIVE UNIVERSITIES



WE HAVE CONTRIBUTED TO IMPROVED GCSE ATTAINMENT

81%
of teachers agreed
their students
attained their
predicted grades or
did better



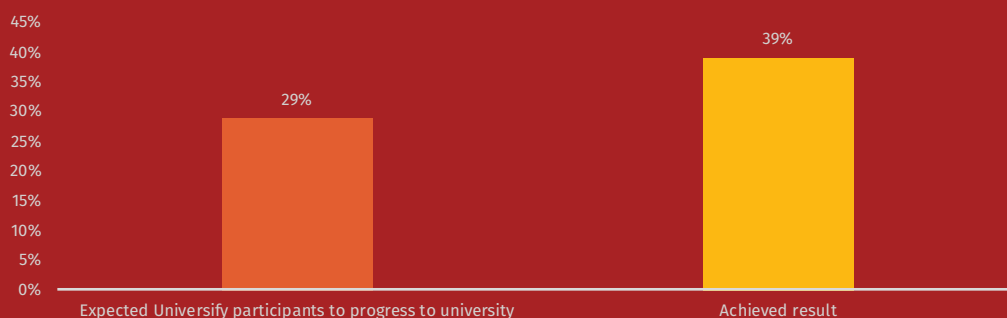
86%
of teachers agreed
University benefitted
participants' GCSE
attainment



84%
of teachers agreed
University participants
are more likely to
apply to a highly-
selective university



INCREASED SUCCESSFUL APPLICATIONS TO UNIVERSITY COMPARED TO A TAILORED BENCHMARK



Executive summary

WE HAVE INCREASED APPLICATIONS TO HIGHLY-SELECTIVE UNIVERSITIES FOR PARTICIPANTS COMING FROM UNDER-REPRESENTED BACKGROUNDS

UNIVERSIFY PARTICIPANTS BECOME UNIVERSITY STUDENTS

2019-20 has been a groundbreaking year for us. Our first cohort have applied to university and taken up offers at highly-selective universities, including the University of Oxford, where our courses are held.

Through our summer residential, monthly coaching, and Easter GCSE revision residential we have been able to boost participant aspirations and GCSE attainment. We are delighted to see this impact has translated into a statistically significant effect on university applications despite the small sample size.

By starting earlier than existing access and outreach programmes we have widened the pool of prospective applicants from non-selective state schools, complementing the existing provision for Year 12 students.

MORE PARTICIPANTS, MORE IMPACT

We have continued to expand our programme, working with more schools, participants, and host partners. In August 2019, 149 participants completed our summer residential and we ran our first course in partnership with Jesus College, in addition to continuing to run courses at Somerville College and St Hugh's College, all at the University of Oxford.

Our programme is proven to overcome three key barriers to entry to highly-selective universities for students from under-represented backgrounds: limited aspirations, feeling out of place at university, and limited attainment. Even with a larger cohort we have continued to have a positive impact as we seek to overcome these barriers.

- **University applications** — independent analysis by UCAS Strobe found a significantly higher number of participants from Cohort 1 applying to university compared to a database of potential applicants.¹ We saw a 10 percentage point increase in successful university applications compared to a benchmark based on backgrounds matching those of our participants.
- **Increased aspirations** — there is a 22 percentage point average increase in participants saying they are 'very likely' or 'fairly likely' to apply to a highly-selective university from 2016 to 2019.
- **Increased attainment** — 84% of our lead teachers agreed that Universify benefitted GCSE attainment and 81% reported that participants achieved their predicted grades or better.
- **Students feel comfortable in a university setting** — 93% of all Universify participants have felt comfortable on the course and among the student group, overcoming the barrier of feeling out of place in a highly-selective university.

INCREASING OUR REACH AND EXTENDING OUR IMPACT

In 2019, we received a multi-year grant from the Macquarie Group Foundation enabling us to expand our programme. We aim to grow beyond the University of Oxford, working with more highly-selective universities, including the University of Cambridge. We will also refine our impact measurement of GCSE attainment, participant university destinations, and their ability to make an informed decision about their future education. We will use these insights to improve our programme to achieve our vision of universities being open to anyone with academic potential, regardless of their background.

¹ The UCAS Strobe data service uses two datasets: a) to benchmark application rates, UCAS Strobe draws on their potential applicants database, b) from the application stage through to the acceptance stage, UCAS Strobe matches a dataset to the UCAS applicants database, providing an independent assessment of outcomes, highlighting if statistically significant results have been achieved. <https://www.ucas.com/data-and-analysis/data-products-and-services/strobe>. (Article accessed 28 November 2019)

Simrit's journey, from University to university

'THE SKILLS AND KNOWLEDGE GAINED FROM UNIVERSIFY ARE NOT EXCLUSIVE TO APPLYING TO OXBRIDGE'



Taking part in the Universify programme allowed me to gain insight into university-style teaching, such as seminars. Personally, from my experience at school, getting answers wrong or contributing when I was not completely sure of the answer was not even a possibility to consider. However, being encouraged to do exactly that at the summer school not only made learning more rewarding in school afterwards, but also stood me in good stead for university-style interviews. For example, during my interview for Imperial College London, I was specifically asked questions to push me beyond my school knowledge, as is similar to many top university admissions interviews. Simply sitting in awkward silence and hoping the answer would come telepathically without a guess is unfortunately

not an option! So, I was thankful my experiences stemming from the summer school allowed me confidently to complete the interview and ultimately helped me to gain a place at Imperial for Mechanical Engineering. With this I would also like to emphasise that the skills and knowledge gained from Universify are not exclusive to applying to Oxbridge but can be applied to any top university or competitive course application.

After attending our first programme, Simrit, pictured below at her Universify graduation, achieved A*A*A*A at A level before taking up an offer to study Mechanical Engineering at Imperial College, London.



Who we are

OPENING UNIVERSITIES TO ANYONE WITH ACADEMIC POTENTIAL REGARDLESS OF THEIR BACKGROUND

OUR VISION

Universify Education is a charity committed to educational equality. In our vision, universities are open to anyone with academic potential regardless of their background. While the student population as a whole is becoming more representative, a young person's chances of attending a highly-selective university are significantly impacted by their family's socio-economic background, the area they live in, and the school they attend.

In the past year, there has been slow progress in improving the educational opportunities for disadvantaged students. The attainment gap at GCSE between disadvantaged students and non-disadvantaged students widened for the first time since 2011.¹ While there is some growth in the number of students from disadvantaged areas going to university, this has been slow, particularly at top universities.²

OUR INTERVENTION

We work with Year 10 students who are less likely to enter highly-selective universities because of their background. In 2019, a third of our participants came from areas with the lowest higher education participation rates; their chances of entering universities with a high entry tariff are 5.5 times smaller than for those coming from areas with the highest participation rates in higher education.³

We have identified the three key barriers faced by young people from disadvantaged backgrounds in reaching higher education:

1. limited educational aspiration;
2. low educational attainment;
3. the belief that university is not a place for 'people like them'.

Research shows that students from disadvantaged backgrounds apply to universities or courses that are lower demand (and lower quality) than they are capable of attending given their attainment, a process known as 'undermatching'. This process leads to higher drop-out rates, harming students and universities.⁴ The main reason for students not reaching their full potential is due to them not applying to universities they are capable of attending, rather than applying but not being admitted.

We focus on **attainment**, as there is a limited pool of students from disadvantaged backgrounds who achieve GCSE grades which enable successful applications to highly-selective universities.⁵

We also aim to **familiarise students with university**, since the idea of 'university' and the associated application process can be off-putting to students when they are the first in their family to apply to university, leading to poor performance at interview or the decision not to apply at all.⁶

¹ The Guardian, 'Attainment gap widens for disadvantaged GCSE pupils, study finds', July 2019 <https://www.theguardian.com/education/2019/jul/30/attainment-gap-widens-disadvantaged-gcse-pupils-study>. (Article accessed 28 November 2019)

² The Guardian, 'Slow rise in university admissions from disadvantaged students', December 2018 <https://www.theguardian.com/education/2018/dec/06/slow-rise-in-university-admissions-from-disadvantaged-students-ucas>. (Article accessed 28 November 2019)

³ WonkHE, 'Don't leave disadvantaged students out in the cold', February 2018 <https://wonkhe.com/blogs/dont-leave-disadvantaged-students-out-in-the-cold/>. (Article accessed 28 November 2019)

⁴ Paul Tough, 'Who Gets to Graduate?', New York Times Magazine, 15 May 2014 <https://www.nytimes.com/2014/05/18/magazine/who-gets-to-graduate.html>. (Article accessed 28 November 2019)

⁵ Institute for Fiscal Studies, 'Widening Participation in Higher Education: Analysis using Linked Administrative Data' (2010).

⁶ TES, 'Black and ethnic minority students miss out on university, finds report', <https://www.tes.com/news/school-news/breaking-news/black-and-ethnic-minority-students-miss-out-university-finds-report>. (Article accessed 28 November 2019)

OUR THEORY OF CHANGE

In 2016 we formalised our intervention model in a Theory of Change to illustrate how our activities will achieve our aims and overcome the barriers to higher education that we identified. This year, we have updated this Theory of Change to clarify the charity's purpose. Our primary aim remains to improve access to *highly-selective* universities, where, based on a growing body of research around access to higher education, the gap in access for those from disadvantaged backgrounds compared with their non-disadvantaged peers is the largest.⁷

We added the aim to equip participants with an improved understanding of higher education institutions and courses to our Theory of Change to reduce the likelihood of 'undermatching' and the associated drop-out rates.

In addition, a small number of our participants make an informed decision not to pursue higher education after experiencing undergraduate life and finding out more about university. We consider this informed decision a positive outcome for individuals and universities, and have reflected this in our *Further Goals*.

Background

Students from certain geographical, ethnic, socio-economic, and class backgrounds less likely to apply successfully to highly-selective universities and high-demand courses. Barriers include low aspirations, limited attainment, understanding of higher education, lack of support and reliable information, and feeling out of place in a university environment.

Problem

Students from disadvantaged backgrounds are under-represented in higher education, particularly at highly-selective universities.

Activities

Residential summer course. Admissions support.
Easter revision residential. Support at university.
Academic coaching.

Intermediate outcomes

Improved understanding of highly-selective university, and how to get there for participants.
Improved subject knowledge and critical thinking skills.

Outcomes

Increased aspiration and attainment.
Increased knowledge of university admissions.
Increased feeling of being 'at home' at university.
Improved confidence and resilience.
Participants are able to make an informed decision about university.

Final goal

Increase in students from disadvantaged backgrounds making successful applications to universities and highly-selective universities.

Further goal

Higher education — particularly highly-selective universities — is representative of the UK population.
People are able to make informed decisions about their future.

Enabling factors

Participants form a supportive group and develop cohort expectations of progress.
Participants respond positively to challenge of being 'out of their comfort zone' and in new environment.
Schools support participants aspirations and decisions through increased understanding of university.

⁷ This represents a small amendment in the way we understand 'The Problem' in our Theory of Change. The amendment reflects a more consistent approach to our work from 'The Problem' through to our 'Final Goals' and 'Further Goals'. From ongoing research, the greatest gap in representation in higher education is at highly-selective institutions (The Guardian, 'Slow rise in university admissions from disadvantaged students', December 2018 <https://theguardian.com/education/2018/dec/06/slow-rise-in-university-admissions-from-disadvantaged-students-ucas>). (Article accessed 28 November 2019)

What we do

OUR YEAR-LONG PROGRAMME INCREASES ASPIRATIONS, ACADEMIC ATTAINMENT, AND THE LIKELIHOOD OF SUCCESSFULLY APPLYING TO A HIGHLY-SELECTIVE UNIVERSITY

OUR PROGRAMME

Our programme aims to overcome the three key barriers — limited attainment, limited aspirations, and feeling out of place in a university setting — faced by students when applying to highly-selective universities.

Participants gain an authentic experience of life as a university undergraduate at our **summer residential**. Over the course of the week they feel more confident in a university environment and overcome their concerns of feeling out of place. A combination of academic seminars, group presentations and social activities give participants an accurate and enjoyable experience of studying at university, further motivating them to aspire to apply to university.

Monthly coaching with university undergraduate students sustains participant aspirations to go to university and provides tailored support, enabling participants to set and achieve their academic goals.

The Easter residential aims to boost educational attainment in key academic subjects. Participants complete intensive GCSE revision classes, attend sessions on university-based career paths, and hear about widening participation programmes they can attend in Year 12.

The three elements of our year-long programme are

1. a week-long summer course;
2. monthly coaching;
3. GCSE revision residential at Easter.

HOW OUR PROGRAMME DIFFERS

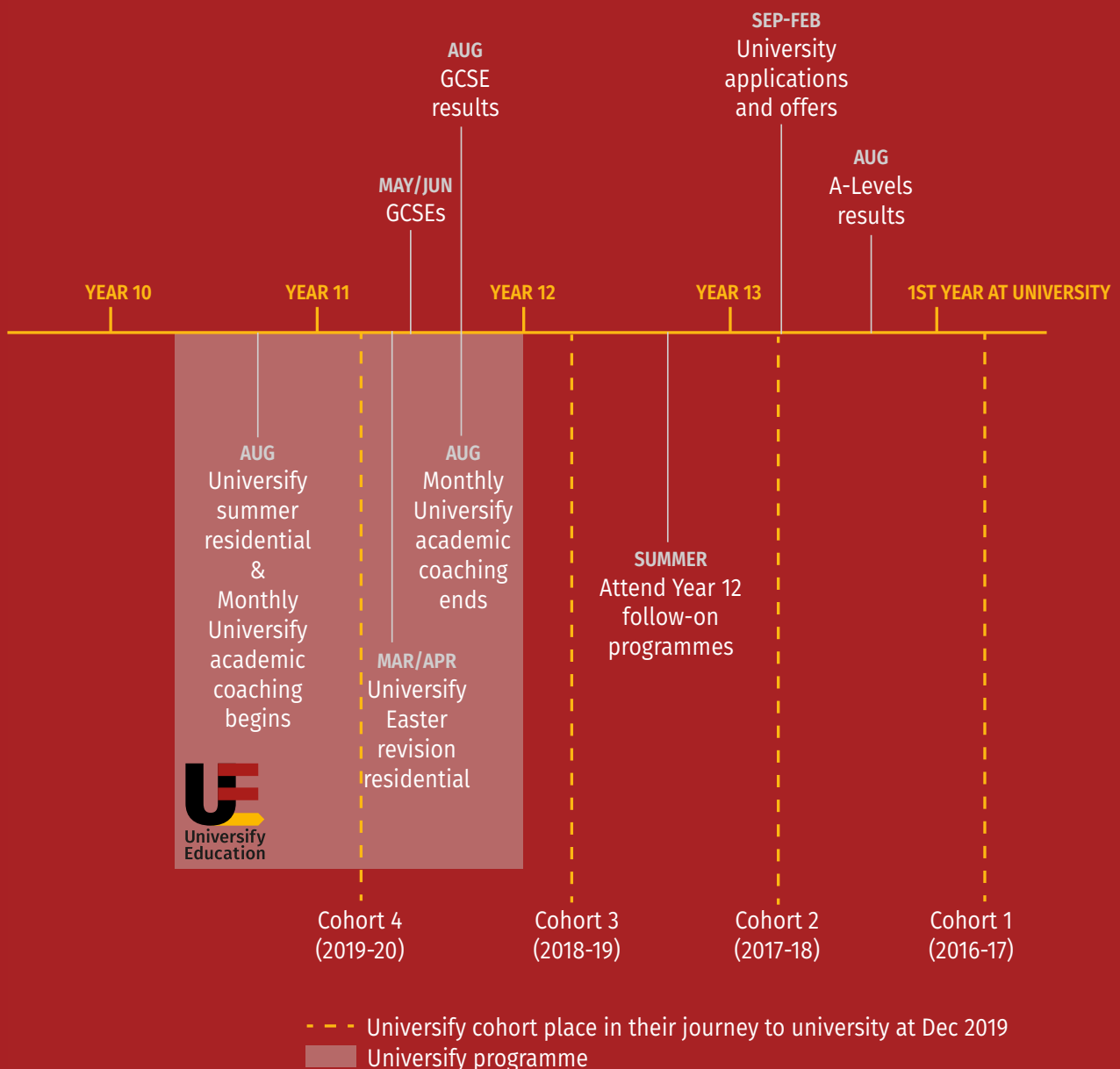
We begin earlier than other organisations in a student's journey to higher education. We work with participants pre-GCSE to improve the chances of altering their trajectory both in terms of educational aspirations and attainment. Our programme complements the work of existing Year 12 outreach programmes by increasing the duration of support available to students.

Participants experience university twice. Many outreach programmes give students a snapshot of a university experience. Our participants complete two authentic, lived-in experiences at a highly-selective university. Returning to the university in Easter reinforces the raised aspirations for higher education which participants gain over the summer residential.

Participants keep moving forward. The second residential reminds participants of the wider purpose of performing well academically in the run up to their GCSEs. We partner with Year 12 outreach programmes to encourage participants to continue exploring outreach opportunities. At our careers fair, participants discover the vast array of opportunities a university degree can offer.

Coaching empowers and goals are accountable. We want participants to be advocates for their futures. We match them with coaches in the second half of the summer residential — after participants have had the chance to bond with our volunteers over classroom activities, sports sessions, and excursions — to ensure a strong foundation for coaching partnerships. Coaches evaluate progress towards ongoing goals set by participants each month and when they return for face-to-face coaching at the Easter residential.

Participant journey, from University to university



Our year-long intervention starts in Year 10 to build a pipeline of prospective applicants eligible for existing Year 12 programmes and with the aspirations and attainment to apply to highly-selective universities. We invite Year 12 programmes to the Easter residential to present follow-on opportunities to participants to encourage them to continue exploring their academic futures.

Who we support

OUR PARTICIPANTS COME FROM ACROSS THE COUNTRY AND FROM BACKGROUNDS THAT ARE UNDER-REPRESENTED AT HIGHLY-SELECTIVE UNIVERSITIES

In August 2019, over three weeks and three sites, 149 students in Year 10 completed our summer programme. In total, we have worked with 391 students from non-selective state schools since 2016.

We look for prospective participants who have the potential to do sufficiently well in their GCSEs to make a viable application to a highly-selective university but are in danger of falling short of their potential. To apply, participants are selected by lead teachers from our partner schools and write a personal statement — as they would when applying to university — to demonstrate their motivation for attending the programme. We provide eligibility criteria to lead teachers asking them to recommend students who face disadvantage, assessed in the first instance by schools' knowledge of student circumstances. Teachers complete a short form alongside the student's application to indicate these circumstances and confirm the applicant's academic potential.



We are always looking for ways to enrich our students' educational experience and give them a real feel for what high achievement and learning might mean for them. The experience of Universify has done that. I am delighted that we are able to be involved.

Tim Fox, Lead Teacher, Canterbury Academy, Kent

We welcome participants who are currently unsure whether or not to apply to highly-selective universities but who demonstrate motivation to explore university through our programme.

We have used these criteria as we have continued to expand the number of participants on our



programme to ensure we work with students who are less likely to reach highly-selective universities.

In our fourth cohort, 33% of our participants come from areas with the lowest participation rates in higher education (POLAR4).¹

37% of our fourth cohort come from areas with postcodes in the two most deprived deciles, according to the Index of Multiple Deprivation.² In other words, over a third of our participants come from the poorest 20% of neighbourhoods. This is important as it shows that, while expanding, we have continued to work with participants coming from backgrounds where students are less likely to successfully apply and attend highly-selective universities.

Looking more closely at our fourth cohort, the majority of participants come from low socio-economic backgrounds. Nearly a third (32%) of our 2019 participants are eligible for Free School Meals (FSM) and 58% have been eligible for FSM in the last six years (i.e. eligible for Pupil Premium).³ 70% of participants would be the first in their family to go to university.

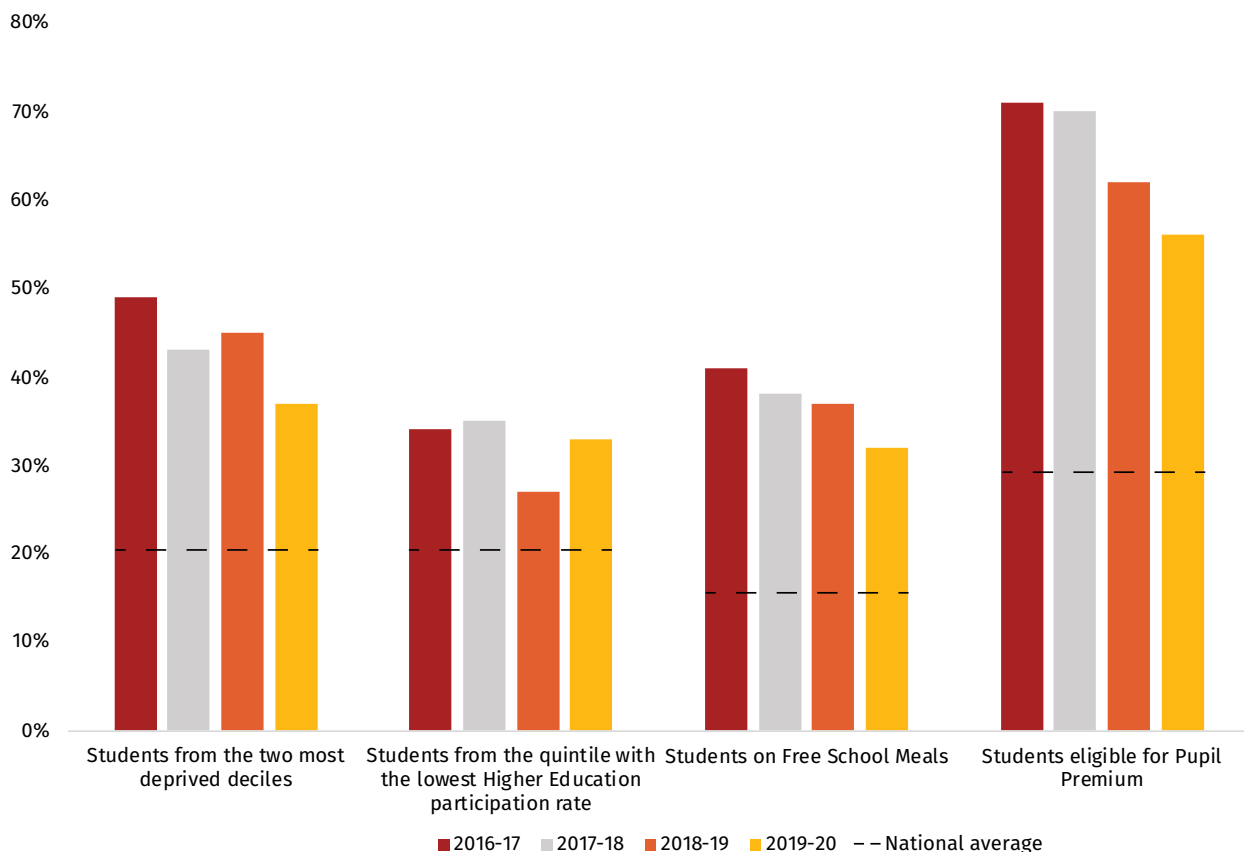
These figures are slightly below those in previous cohorts. When reviewing applications, we take a wide range of circumstances into consideration, such as whether participants are young carers or children in care, and as such, these figures represent a small range of the many indicators of disadvantage. We will continue to evaluate how we select participants to ensure we work with those less likely to reach highly-selective universities.

¹ <https://www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/young-participation-by-postcode/>. (Article accessed 28 November 2019)

² <http://imd-by-postcode.opendatacommunities.org/imd/2019>. (Article accessed 28 November 2019)

³ 'Free school meals are available to pupils in receipt of, or whose parents are in receipt of, one or more benefits, including but not limited to Universal Credit, Income Support, Jobseeker's Allowance, Child Tax Credit.' Department for Education, 'Free school meals. Guidance for local authorities, maintained schools, academies and free schools', 2018. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/700139/Free_school_meals_guidance_Apr18.pdf. (Article accessed 28 November 2019)

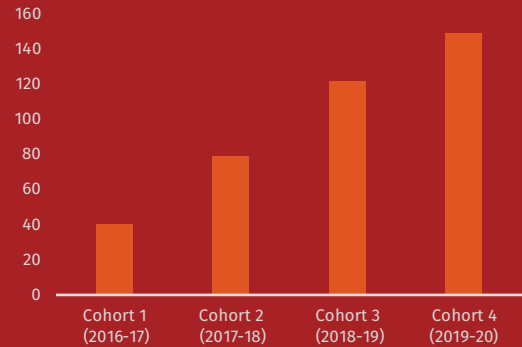
Our participants come from backgrounds that are less likely to access higher education



Where our participants are from

Initially, schools are selected from the priority areas of our partner colleges. For Somerville College these are Hounslow, Buckinghamshire, the West Midlands, and Staffordshire; for St Hugh's College, it is Kent; and for Jesus College, they are Lambeth and Wandsworth. In 2019, other schools came through teachers who supported us in programme development, partner organisations, word of mouth from lead teachers, school registrations of interest, and Universify outreach. The number of participants from each area is based on these link regions and partnerships (e.g. the 24 participants from Kent come from St Hugh's link region).

391
UK
2019: 149
2018: 122
2017: 79
2016: 41



What we have achieved so far

OVERCOMING BARRIERS IN REACHING HIGHLY-SELECTIVE UNIVERSITIES BY RAISING ACADEMIC ATTAINMENT AND ASPIRATIONS TO EDUCATION

ACHIEVING OUR FINAL GOAL

University destinations

2019 marks the year that our first cohort of students received offers to study at university.

We used the UCAS Strobe data service to track our participants' application journeys. The following are approximate figures unless otherwise stated, as data from UCAS Strobe has been rounded to the nearest five students. The data gives us a preliminary picture of the success of our first cohort.

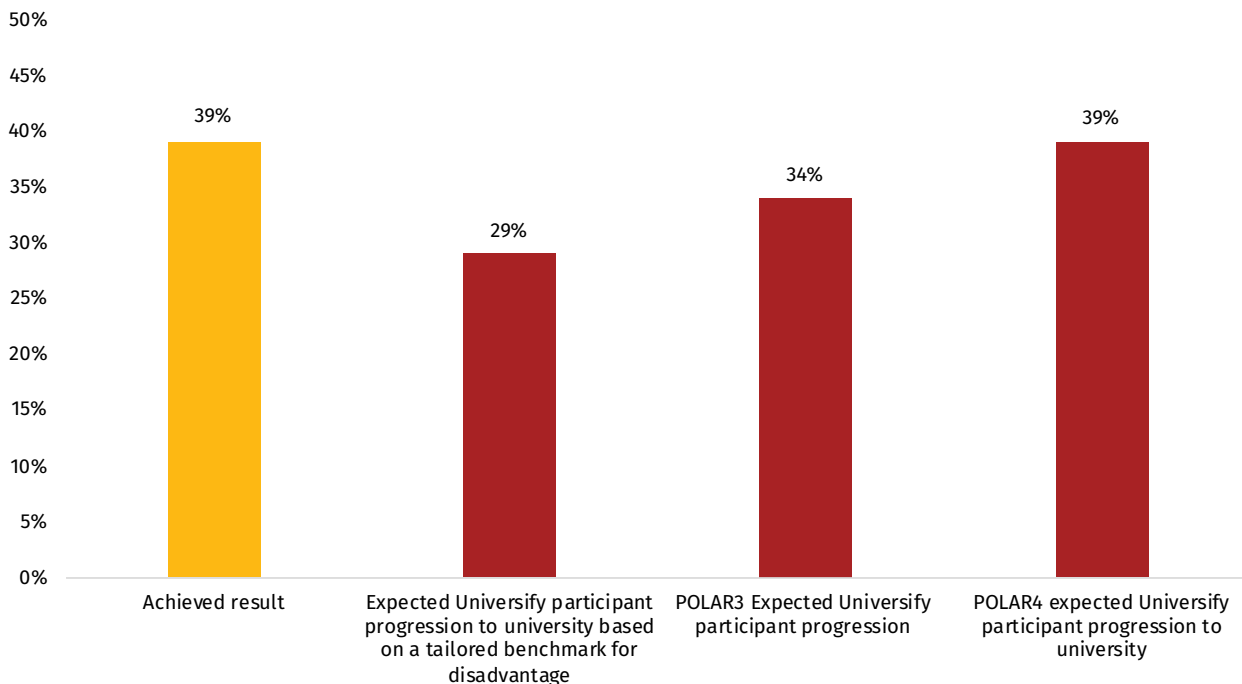
Independent analysis of our results by UCAS showed that, **compared to a database of potential applicants, a significantly high proportion of our participants applied to university from our first cohort.**

Between 16 and 17 of our participants progressed to university in 2019, representing at least a 10 percentage point increase compared with our tailored benchmark for disadvantage. This is an underestimate for the number of Cohort 1 participants who will progress to university as it does not consider participants who have taken gap years and would enter university in 2020. At least 27 of our participants (71%) were eligible for Pupil Premium in Year 10.¹ In comparison, based on mapping our participants' disadvantage criteria with national progression rates, 11 out of 41 participants would have progressed to university without any intervention.

We select participants based on disadvantage and not POLAR4 status — a measurement that indicates a student's likely progression to university based on their local area — as we want to measure our impact against other metrics that indicate

¹ We received Pupil Premium data for 38 out of 41 of our Cohort 1 participants.

How our participants fared compared to their expected progression rates to higher education



a participant's likelihood to enter university. Compared to our tailored benchmark for POLAR4, we have found between a 0 and 2 percentage point increase. Based on POLAR4 data, we would have expected 16 participants to attend university if they had received no intervention. When we looked more closely at our data, we found that participants who lived in POLAR4 Quintile 5 postcodes — areas with the top quintile of university progression rates — predominantly came from London, a city where POLAR is acknowledged to provide a less accurate gauge for university progression rates.² We will continue to monitor our results against POLAR4 measurements but would like to combine this with a greater knowledge of the specific barriers to university faced by our participants to gain a better understanding of the effectiveness of our intervention.

Our 'Final Goal' is to increase the number of successful applications, specifically to highly-selective universities, for students from disadvantaged backgrounds. For our first cohort, when we broke down our results further, we found that approximately three quarters of our applicants applied to Russell Group universities. These students had an 88% offer rate, and 38% have

² See 'How we measure our impact' for more information about POLAR.



This is my first experience with Universify and I am so grateful to have discovered the team who work there, and the important cause that they support.

Universify is a hands-on, passionate group of people who genuinely put everything into inspiring young students to strive for their best and overcome barriers within education.

I loved every moment of being a group leader, and I have particularly enjoyed the coaching role. Coaching is the most rewarding thing I have ever done, and you can make a direct difference to these students' lives!

The young people I work with are so talented and determined to secure their futures, and that motivates me to not settle within my professional life as well! Coaching allows you to think creatively, find solutions, and develop emotional intelligence whilst being a role model for success! It is the most satisfying, heart-warming, challenging, fantastic thing you will do, and well worth every moment!

Zoe Fell, Universify volunteer

accepted their offers. In addition, approximately 25% of applicants applied to Oxbridge.

ACHIEVING OUR INTERMEDIATE GOALS

Aspirations to higher education

We measure the change in participant aspirations to higher education at three points — before the summer programme, after the summer programme and after the Easter programme — allowing us to identify the effect of our programme on participant aspirations in the short and medium term.

This summer, we saw a 21 percentage point increase in the number of participants who were 'fairly likely' or 'very likely' to apply to a highly-selective university between the start and the end of the summer programme. This marks an improvement on last year (18 percentage points) and comes close to our results in 2017 (22 percentage points).

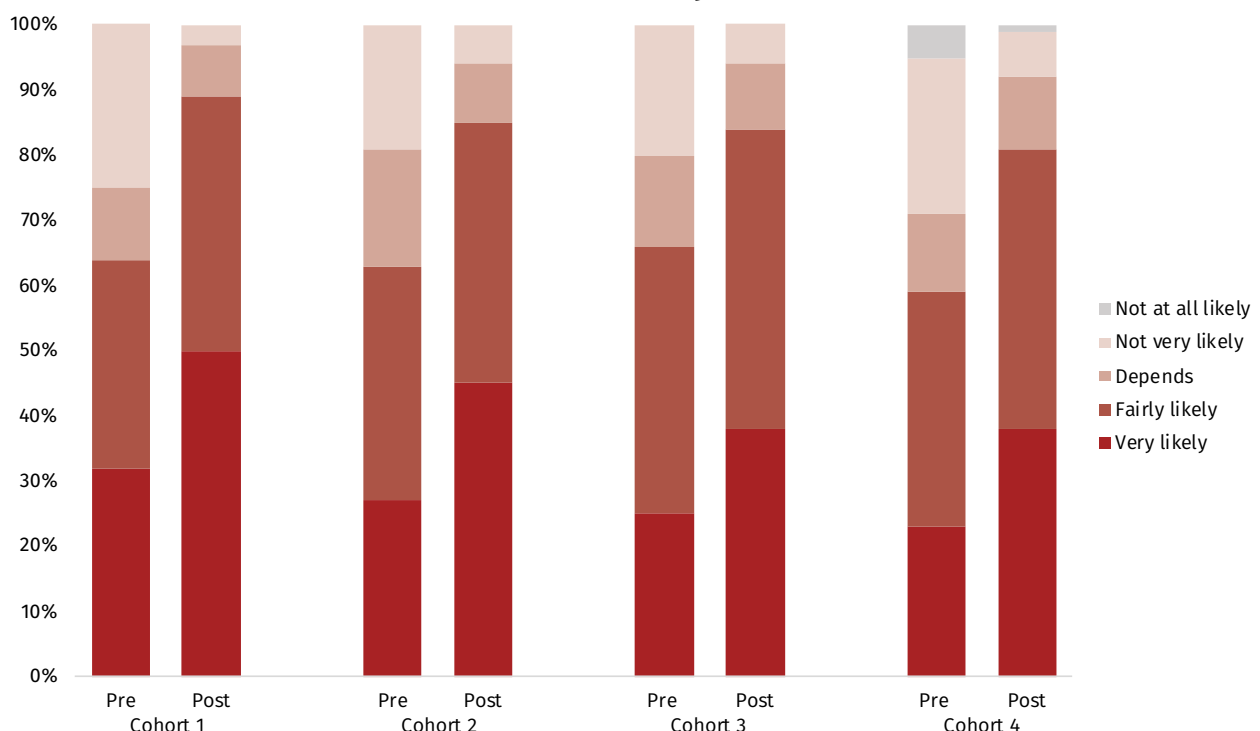
This increase in aspirations is supported by a second data point: when asked what they would most like to do after completing school qualifications, 75% of participants said that they

would choose to go to university over going straight into employment, into an apprenticeship or other pathways compared to 60% of participants at the start of the programme.

Cohort 4 joined Universify with lower aspirations than previous cohorts: 29% of participants were 'unlikely' to apply to a highly-selective university before attending the summer programme in 2019 (versus 20% in 2018, 19% in 2017, and 26% in 2016). Participants reporting that they were 'not very likely' or 'not at all likely' to apply to a highly-selective university reduced to 8% after the summer programme, amounting to a 21 percentage point decrease.

From Cohort 4, six participants reported that they were 'not at all likely' to apply to a highly-selective university; this is the first time participants have selected the most negative response to this question since our programme began. By the end of the programme, only one participant remained 'not at all likely' to apply, which represents an 83% decrease in this category. While there was a larger percentage of participants who are 'unlikely' to apply to a highly-selective university in 2019, there has been a greater combined increase in those

How likely are you to apply to a highly selective university?



‘likely’ to apply and a decrease in those ‘unlikely’ to apply.

Overall, 45% of our participants became more likely to apply to a highly-selective university after attending the summer programme in 2019.

Maintained aspirations to higher education throughout Year 11.

Over the last three years, we have seen participants’ increased aspirations remain high between summer and Easter. There was a slightly greater-than-average drop-off in aspirations when our participants from 2018 returned in Easter (7% in 2018 versus 4% in 2017 and 2% in 2016). We will monitor this trend, confirming or not an increase in 2019. Nonetheless, the larger sample size of Cohort 3 still represents a high level of aspirations overall, with 77% of participants reporting that they were ‘very likely’ or ‘fairly likely’ to apply to a highly-selective university.

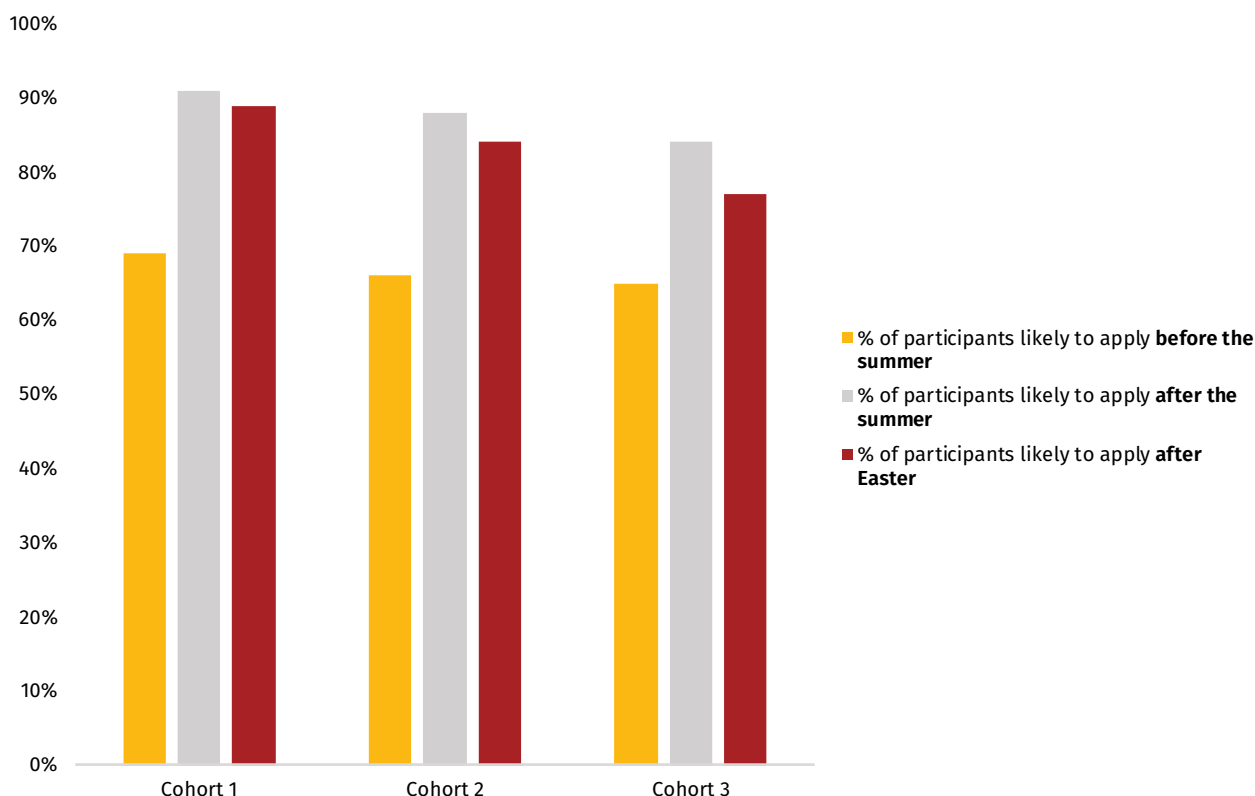
In addition, of the teachers who responded to our student GCSE attainment survey, 81% agreed or

strongly agreed that by engaging in the Universify programme their students were more likely to apply to a highly-selective university.

These aspirations can be qualitatively demonstrated too. At Easter we asked participants ‘What one action have you taken as a result of being involved with Universify?’. In their responses many showed these increased aspirations, reporting that they had been researching universities and Sixth Form choices, and that they were generally more confident than before. Other participants reported acting on these aspirations, saying they were working more effectively and revising more.



Participants' raised aspirations are sustained from the summer residential to Easter



Increased attainment

Our third cohort completed their GCSEs in summer 2019. Teachers continued to report that Universify's programme benefitted attainment at GCSE, with an average of 87% agreeing with this statement over the last three years.

This increased attainment raises the likelihood of participants making a successful application to a highly-selective university; 75% of teachers this year agreed or strongly agreed that their students were in a good position to apply to a highly-selective university.

Our results have been consistent and positive across our first three cohorts confirming that our programme continues to have a positive impact, even across a larger group of participants from an expanded number of schools.

Self-efficacy and self-esteem

At the end of the 2019 summer programme, there was no significant shift in feelings of self-efficacy for Cohort 4. However, for Cohort 3, who returned in Easter 2019, we found that there was a statistically significant increase in feelings of self-efficacy,



Universify has made me realise I can keep my options open and has shown me how to be confident and more social.

I have become much more determined to achieve my goals and have become more organised.

Universify Cohort 3 participant responses when asked 'What one action have you taken as a result of being involved with Universify?'

with a small effect size. This result differs from the previous two years, where there was no effect size; this may be attributable to an increased sample size. If we aggregate the three cohorts, we also find a small but statistically significant positive shift in participants' feelings of autonomy after the Easter residential. We will continue to monitor the programme's effects on self-efficacy as our participant numbers increase.



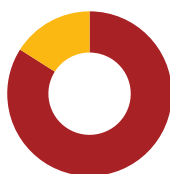
81%

of teachers agreed their students attained their predicted grades or did better



68%

of teachers agreed students achieved the highest grades at GCSE



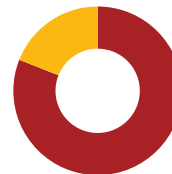
84%

of teachers agreed Universify benefitted student attainment at GCSE



75%

of teachers agreed students are in a good position to apply to a highly-selective university



81%

of teachers agreed students are more likely to apply to a highly-selective university after engaging with Universify

For Cohort 4 there was a statistically significant increase in participants' self-esteem at the end of the summer programme but with a zero effect size. From Cohort 3 and 4, we have found a borderline small effect size in these feelings of self-esteem. Although we are yet to see a statistically significant impact on participants' self-esteem we will continue to measure this factor as our sample size increases, because we believe it is an important attribute when applying to university.

Changing perceptions of university

Universify changed participants' perceptions of studying at university, as measured by surveying participants for a single word they most associated with 'university'.

On arrival, participants associated university with 'work' that was 'difficult', 'stressful', and 'time-consuming'. It was a place for 'smart', 'academic' people who were 'rich' or 'posh'. By the end of the summer, participants felt more positive about university. The number who thought university was 'fun', 'exciting' or 'amazing' more than doubled from the start to the end of the summer programme. While some participants became more aware of the 'hard work' that was required at university, they no longer thought of it as 'tiring'. A large number also found university life to be a place for 'independence'.

Participants changed their understanding of the personal characteristics needed to succeed in university. They lost any connotations of university with 'rich', 'posh' people, highlighting their changed perception of university as a more inclusive place, open to people from more diverse backgrounds.

Participants also gained positive connotations relating to the opportunity represented by university. Associations such as 'passion', 'fulfilling', and 'adventure' came to participants' minds which were absent at the start of the summer programme. Lastly, a handful of participants left the programme with the belief that university was 'life-changing'.



The overriding benefit of the amazing Universify programme is introducing your child to the possibility that they may have what it takes to go to university and in particular to Oxford. It makes, what some may consider as an elitist institution, more accessible and provides students with the confidence to consider further education and university as a reality. The programme makes sure the student knows that regardless of colour, creed or family background, university and higher education are available should you choose to embrace all it can offer.

Parent of a participant from Cohort 3



Nathan's Universify experience, participant testimonial

'UNIVERSIFY WAS SUCH A HELPFUL PROGRAMME FOR ME DURING A CRUCIAL POINT IN MY LIFE'



Universify was one of the best experiences of my life, and I am not exaggerating. To be able to come from East London and stay in an Oxford college for a week during the summer was a surreal and incredible experience. Having the opportunity to listen to university-style lectures on possible degree options in Year 10 really helped me to think about my future early, which is important when picking your A levels. Everyone who comes onto the programme is very driven, so I made lots of hard working friends, which was an invaluable resource during GCSEs as we would revise together and ask each other questions. My Universify coach was also a very big help enabling me to think about my future and giving advice on how to revise. After Universify, I felt more confident in my academic ability and Oxford, once a distant dream, started to become a goal that I could work towards. As a result, I applied to a lot of competitive Sixth Forms and was accepted into my first choice, where I am currently studying Maths, Further Maths, Chemistry and Physics at A level. As the Universify student representative on the trustee board, I look forward to helping to improve the programme for future cohorts applying for Universify, as Universify was such a helpful programme for me during a crucial point in my life.



Nathan was part of Universify's third cohort, and after completing the programme, applied to be the Student Representative for our student council of former participants. Nathan provides a participant perspective at Universify trustee meetings and works with the Universify student council to gather feedback on how to improve the programme as well as sharing it with prospective Universify participants.

How we measure our impact

WE REGULARLY REVIEW OUR MEASUREMENT APPROACH TO ENSURE OUR METHOD IS AS ROBUST AS POSSIBLE

In order to collect effective impact data, we hired an experienced independent impact evaluator, Ellie Harries, to support in the design of our measurement framework and our data analysis.

We collected our data in the following ways:

- Three participant questionnaires: one administered at the start of summer, one at the end of the summer programme, and one at the end of the Easter residential to enable before and after comparison at three points. Pre and post surveys allowed us to control for the higher-than-average motivation we may expect from participants who have to opt in to our programme.
- A GCSE questionnaire completed by lead teachers to measure GCSE attainment against predicted grades.
- Monthly coaching observation forms.
- UCAS Strobe data service for university destinations.

Wherever possible, we drew on independently validated psychological scales to measure 'soft' outcomes, such as an increase in self-esteem or self-efficacy. We drew on Inspiring Impact's JET Framework, which brings together a number of key measures of young people's skills and personal traits.¹

To accommodate the growth in participant numbers, we collected survey responses digitally this year. Unfortunately, this resulted in a drop in both the number of survey responses and completed surveys. We received 133 responses from 149 participants (89%), compared to last year's

100% submission rate. We hope to improve the digital collection of our surveys in 2020 so that we measure the full breadth of our participants.

For our GCSE attainment survey we received 21 out of 49 teacher surveys. Next year we will explore ways to gather additional responses by formalising our data gathering needs as part of our MoU with schools.

ASPIRATIONS TO EDUCATION

The primary source we used to measure increased aspirations to education was by asking the question, 'How likely do you think you are to apply to a highly-selective university, like the University of Oxford?'. We also used the Department for Education's Longitudinal Study of Young People in England (LSYPE) survey's five-question Educational Aspirations module and the one-question University and Higher Education module to measure participants' aspirations to education.² The change was not statistically significant.

SELF-EFFICACY AND SELF-ESTEEM

To measure participants' self-efficacy we used the Individual Protective Factors index, Self-Efficacy sub-scale, which is a seven-item, four-point scale.³ We also measured participant self-esteem using the Single Item Self-Esteem Scale (a shorter version of the widely-used Rosenberg Self-Esteem Scale).⁴

¹ <http://www.thinknpc.org/publications/the-journey-to-employment/> (Article accessed 4 December 2018)

² <https://www.education.gov.uk/ilsype/workspaces/public/wiki/Questionnaires> (Article accessed December 2017).

³ Dahlberg LL, Toal SB, Swahn M, Behrens CB. *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools*, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2005.

⁴ Robins, R. W., Hendin, H. M., & Trzesniewski, K. H. (2001). 'Measuring Global Self-Esteem: Construct Validation of a Single-Item Measure and the Rosenberg Self-Esteem Scale'. *Personality and Social Psychology Bulletin*, 27, 151-161: http://fetzer.org/sites/default/files/images/stories/pdf/selfmeasures/Self_Measures_for_Self-Esteem_SINGLE-ITEM_SELF-ESTEEM.pdf (Article December 2017).

GCSE ATTAINMENT

Universify aims to measure and contribute towards three key outcomes:

1. increased aspirations;
2. increased attainment;
3. increased likelihood of making a successful application to a highly-selective university.

To measure these factors our independent evaluator worked with Universify's former trustee for impact measurement, George Hoare, to devise a Likert scale survey to send to lead teachers. The survey presented teachers with the following statements for each participant:

1. This student attained their predicted grades.
2. This student achieved the highest grades at GCSE.
3. Engaging in Universify's programme benefitted the student's GCSE attainment.
4. This student is in a good position to apply to a highly-selective university.
5. Engaging in Universify's programme means this student is more likely to apply to a highly-selective university.

To make the process as easy as possible for teachers, we chose this method to measure attainment as it does not require access to all participant grades, which may be harder to procure. This method also makes the data analysis more straightforward.

As we grow, we will explore using the Higher Education Access Tracker (HEAT) with the help of partner colleges and universities to compare our participants' GCSE grades with a control group. We hope to use this tool in our analysis of the 2019-20 cohort next summer. This research would still be done alongside the surveying of teachers in order to continue to measure the impact of attainment on aspirations and the likelihood of making a successful application to a highly-selective university.

For Cohort 5, in 2020-21, we are exploring students' target, predicted, and real GCSE grades. We have begun reviewing this approach with our former lead teacher and current trustee, Nick Lawrence,



Literally students report a life changing experience, developing confidence around academia and social skills; I would 100% suggest all schools get involved!

Rebecca McCairns, Lead Teacher, King Egbert School, Sheffield

to examine its feasibility. We have taken these actions to ensure we measure student attainment as robustly as possible and to help us improve the intervention model which will enable us to provide as great an impact as possible.

PERCEPTIONS OF UNIVERSITY

To measure participants' perceptions of university, we included on the participant questionnaire the question: 'What one word do you most associate with the idea of studying at university?'. We established common themes in the associated words, comparing the themes found before and after the summer.

IMPACT OF COACHING

In 2018-19, we began collecting data on three crucial components needed for successful university applications. We wanted to investigate whether participants' attitudes, communication skills, and responses to challenges would improve throughout the year through monthly coaching sessions. We piloted this data collection method in 2018-19 with a view to modify and implement this approach for Cohort 4 and we look forward to reporting our findings in our 2020-21 impact report.

UNIVERSITY DESTINATIONS

We used the UCAS Strobe data service to track our participants' applications, offers, and acceptances. Data is an estimate, as figures are rounded to



Our students gain a number of experiences from Universify including staying away from home, travelling without parents and communicating with new adults. They make friends from outside of London and are making long term commitments to the next steps of their education. They come back motivated and enthused knowing they have support if they need it.

Karen Robinson, Lead Teacher, Ark Bolingbroke, Wandsworth

the nearest 5. UCAS Strobe also matches our participants to a control group with similar characteristics to determine whether there is any statistical significance in our participants' offer and acceptance rates. We have chosen to further break this down by Russell Group universities, which we have used as a proxy for 'highly-selective' universities, as well as Oxbridge.

To report on whether our programme impacted the likelihood of our participants entering university, we followed IntoUniversity's method of creating tailored benchmarks based on our participants' data.⁵ We created two tailored benchmarks: one

which looked at 'disadvantage' and the other which looked at progression rates to higher education in participants' local areas. We chose to use two benchmarks to account for the variety of indicators that can impact progression to higher education.

For our tailored disadvantage benchmark, we use the Department for Education's latest figures for state-funded comprehensive school students to work out our participants' expected progression rate, based on their disadvantage criteria in Year 10.⁶

For our second benchmark, we used POLAR4 data to ascertain participants' likelihood of reaching university based on the progression rates to university in the area they lived in. However, it is acknowledged that POLAR data overestimates students' likelihood to progress to university for those living in inner cities as it offers information on progression rates across a broad area without differentiating rates within that area.⁷ Our benchmark therefore reflects a conservative estimate of our participants' likelihood to progress to university. Due to our small sample size we are unable to report on acceptance rates to individual universities. We intend to update our data collection for 2020 to report more accurately on our participants' destination data. We are pleased by these initial findings from our pilot year and look forward to reporting on more robust figures from a larger sample in 2020.

⁵ IntoUniversity, 'Impact Report 2019', [https://intouniversity.org/sites/all/files/userfiles/files/IU19009_IU_IMPACT_REPORT_2019_WEB_AW%20\(1\).pdf](https://intouniversity.org/sites/all/files/userfiles/files/IU19009_IU_IMPACT_REPORT_2019_WEB_AW%20(1).pdf) (Article accessed 28 November 2019).

⁶ Department for Education, 'Destinations of key stage 4 and 16-18 students, England, 2017/18', p15 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/839989/Destinations_of_KS4_and_16_to_18_students_2018_-_main_text.pdf (Article accessed 28 November 2019).

⁷ Vikki Boliver et. al., 'Using contextualised admissions to widen access to higher education: a guide to the evidence base' (2017); see also IntoUniversity, 'Impact Report 2019', p12.



What we have learnt

WE WANT TO CONTINUE REFINING OUR PROGRAMME TO MAKE IT AS IMPACTFUL AS POSSIBLE FOR OUR PARTICIPANTS AND A REWARDING EXPERIENCE FOR OUR VOLUNTEERS

The desire to learn from what we do is at the core of our mission. Each year, we aim to improve what we do by gathering feedback from our stakeholders: participants, volunteers, lead teachers, and tutors. We collect feedback through surveys and seek in-depth qualitative feedback through interviews with volunteers. This feedback enables us to conduct a rigorous internal post-course review to improve our programme for future years.

Furthermore, our newly-elected 2019 student council, formed from 2018-19 Universify participants, met to discuss programme changes and will continue to advise us on how best to adapt the programme to meet participants' needs.

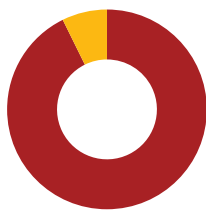
PROGRAMME REVIEW

Participant and volunteer feedback from the programme remained positive in 2019. 96% of participants enjoyed the course and would recommend it to a friend. In particular, participants found the range of seminars, group work, and activities exciting. They told us that the programme had given them a chance to try new things and make new friends. This was reflected in the high proportion of participants who felt comfortable within the group and on the course: 92% agreed with this statement.

Lessons were rated again rated highly, with participants reporting higher learning rates in summer 2019 than in the previous two years. However, we continued to receive feedback that classes could be even more engaging. We will continue to work with tutors to ensure academic sessions are tailored appropriately to our participants.

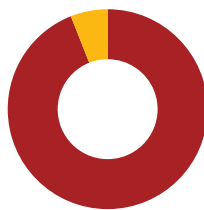
Feedback from coaching sessions remained high: 96% of participants found the coaching sessions useful and 92% were looking forward to their next session.

Our volunteers fostered an exceptionally open environment this year. Though we extended our training offering and volunteers responded maturely and appropriately when handling incidents, they asked for clearer step-by-step guidance in the future to ensure they would feel confident in handling incidents. We will introduce flow diagrams to enable volunteers to follow processes more closely in our 2020 volunteer handbook. Despite this, 76% strongly agreed and 93% overall agreed that they knew who to turn to for support when they needed it, indicating that we have offered sufficient support. 96% of volunteers enjoyed working with Universify.



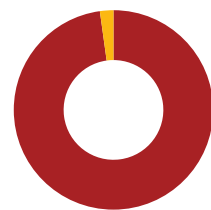
92%

of participants agreed they felt comfortable on course and in the group



94%

of participants found the coaching session useful and they were looking forward to their next coaching session



98%

of participants enjoyed their time at Universify

PROGRAMME DEVELOPMENTS

Following feedback from 2018, we set ourselves the goal to develop our training to ensure volunteers were fully equipped for their coaching role. We increased face-to-face, pre-course training by 4.5 hours to include programme-specific scenario-based training, additional listening training delivered by Anne Ford — Connect Peer Support trainer — and a one-hour safeguarding session. We also refined our existing coach training session delivered by Dallaglio RugbyWorks based on volunteer feedback. In 2019, we extended our volunteer offering to include an opt-in, year-long training programme to transform our volunteers into expert coaches. To improve on-course coaching support for volunteers, we introduced a mid-week and end-of-week coaching skills reflection session with Dallaglio RugbyWorks, having piloted it in 2018. We also added a drop-in morning for volunteers to seek advice from Dallaglio RugbyWorks' coaches.

In 2018, we welcomed our largest ever cohort to Somerville College and St Hugh's College. While lesson feedback remained positive, we received some comments that teaching delivery could be more engaging. In summer 2019, we gave structured guidance to tutors and we reviewed lesson plans to ensure that the academic sessions were appropriately pitched and that they incorporated participant discussion as well as traditional lecturing. We reduced class sizes to ensure that teaching was similar to university-style seminars and encouraged volunteers to participate more to prompt further discussion. These improvements to the delivery of teaching have resulted in an increase of 14 percentage points in participants feeling that 'they have learnt something from their classes'.

Lastly, in 2018 we asked how we could provide a clearer post-course pathway to our participants. We continued to present follow-on access programmes, such as The Sutton Trust Summer School and UNIQ, and included an option to sign-up to their mailing lists. As we want participants to make an informed decision about their future, we also worked with WhiteHat, an apprenticeships organisation, to offer an alternative to participants who realised through the programme that university was not for them.



“

This was the first time where instead of being the student on a mobility programme I was a coach and what an experience it was. A tiring yet rewarding week where I made friends in my fellow coaches, the students themselves and the managers of Universify. I have never felt so welcomed and I know the students felt the same. What was only a one-week course, became a forever Universify family. Wish I could do it all again!

Farhana Aktar, Universify volunteer

Cost of providing Universify

OUR PROGRAMME CONTINUES TO DELIVER A COST-EFFECTIVE METHOD FOR RAISING PARTICIPANT ASPIRATIONS, ATTAINMENT, AND THE LIKELIHOOD OF APPLYING TO UNIVERSITY

For Universify's programme to be good value for money it is important to ensure an effective use of both Universify's and our partners' resources.

We are grateful to our college partners who host our programme, providing accommodation and meals for participants and volunteers as a benefit in kind. Likewise we are thankful to schools, who cover the cost of students' transport. We are particularly appreciative of Somerville College, who hosted our pilot programme, and to Oxford Summer Courses, who have provided staff time, expertise in working with young people, and funding throughout our early years. These benefits in kind — significantly greater than Universify's out-of-pocket expenses — enable us to maintain a

low cost per participant, allowing us to provide our programme to more participants.

In 2019, we received a multi-year grant from Macquarie Group Foundation, our principal corporate funder. This grant has allowed us to expand our permanent staff team to two full-time members. This expanded team has enabled us to look beyond Oxford to determine how we can improve access to other universities through new partnerships. Our staff will devote time to ensure the sustainability of the charity by developing strategies to increase operational efficiency, by improving fundraising strategies, and by reviewing staff and student policies. This grant has also given us the chance to improve the quality of our programme by boosting our volunteer

2019-20 Forecasted course costs (summer & Easter)	Contributed by	Amount*
Accommodation and meals for participants and staff during course, teaching rooms	Somerville College, St Hugh's College, and Jesus College	Benefit in kind estimated at £186,100
Intellectual Property, policy creation and technical expertise, and assets	Oxford Summer Courses	Benefit in kind estimated at £7,000
Staff time — course design, staff time donation scheme**, and Director oversight	Oxford Summer Courses*** and supporting charities	Benefit in kind estimated at £13,300
Total benefits in kind		£206,400
Charity overheads — website, staff time in organisation	Universify	£81,000
Delivery costs (staff recruitment, training, tutors, activities, travel)	Universify	£17,300
Total Universify expenditure		£98,300
Universify's cost per participant****		c.£650

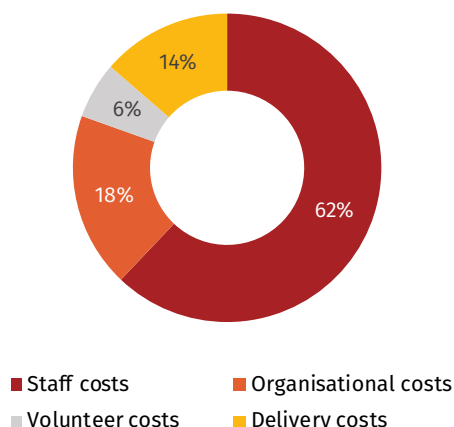
*These costs are rounded figures and based on budgeted figures for the cost of providing the programme to 149 participants in our fourth cohort in 2019-20.

**Staff time donation scheme involves Oxford Summer Courses matching volunteer time with time at work up to a day a month.

***Oxford Summer Courses is committed to providing Universify with the resources needed to make it an independent and sustainable entity over five years.

****Universify's cost per participant is calculated by dividing total Universify expenditure by number of participants (149) on our 2019-20 programme.

Breakdown of cost per participant for 2019-20



training package. This has contributed to a higher forecasted cost of c.£650 per participant for the 2019-20 cohort. We expect the per participant cost to reduce over the next five years after the initial increase in staff expenditure and as we begin to see economies of scale.

COST BENCHMARKING

To understand whether our intervention represents an effective use of money and resources, we would ideally compare our cost per outcome achieved to a benchmark figure for similar interventions. As our small sample size from Cohort 1 means that university destination data is not specific enough to provide a cost benchmark, we will continue to calculate the required progression rate to make Universify a good value for money intervention compared to existing programmes.

In our methodology, we benchmark against the current effectiveness of access activity spending at the University of Oxford, Russell Group Universities in England, and for the UK as a whole to provide a comparison. Effectiveness of access activity spending can be calculated by taking the increase in access expenditure and dividing it by the increase in student intake from the lowest progression areas of the country (POLAR4 quintile 1), who start their first degree as a young person at that university.

The unit cost figures in the table below provide a range of estimated costs that universities currently spend in order to get students from the lowest progression areas for higher education to successfully take up an undergraduate degree. We should interpret these figures as a range of what might be expected for similar interventions in terms of helping students from low access areas into highly-selective universities: from c.£20k per student up to c.£107k per student at highly-selective universities.

For Universify to be comparable in terms of value for money, we would only require that at least one participant from POLAR4 quintile 1 attends university because of our intervention, when they would not have done so otherwise. If this Universify participant from POLAR4 quintile 1 attended the University of Oxford the cost savings would amount up to c.£9,500. We have calculated this saving by subtracting the total cost of our 2018-19 cohort from the unit cost for the University of Oxford (calculated in the table below).

University or group	Increase in Access Activity Expenditure (2015-16 to 2016-17)	Increase student intake from Polar quintile 1 (2015-16 to 2016-17)	Unit cost
University of Oxford	£539,000	5	£107,800*
Russell Group Universities in England	£5,059,400	245	£20,700
Universities in the UK	£11,082,100	425	£26,100
Source	OFFA**	HESA***	Calculation****

*It is important to note that while expenditure has increased for little return, this doesn't take into account investment in earlier interventions, which will come to fruition in future years.

** <https://www.officeforstudents.org.uk/publications/monitoring-outcomes-offa-access-agreements-and-hefce-funding-for-widening-access-for-students-from-disadvantaged-backgrounds-improving-retention-and-improving-provision-for-disabled-students-for-2016-17/>

*** <https://www.hesa.ac.uk/news/07-02-2019/widening-participation-tables>

**** All figures are rounded to the nearest hundred and based on OFFA data from 2018 before they closed in March.

Where we are going

WE ASPIRE TO EXPAND BEYOND OXFORD, WORKING WITH MORE UNIVERSITIES TO PROVIDE OUR PROGRAMME TO MORE PARTICIPANTS

In 2020-21 we have three aims:

1. expand our programme within Oxford and beyond;
2. find ways to support Universify alumni further in applying to university;
3. refine our impact measurement approach.

EXPANDING OUR PROGRAMME

In 2020-21, we aim to pilot our programme at the University of Cambridge and increase participant numbers to over 200 participants. To ensure we deliver a quality programme to a larger cohort across multiple sites, we will streamline operational processes including volunteer and student recruitment. We will continue to assess how to train and support volunteers so that our participants receive the best possible care and support from our staff in all aspects of our programme.

SUPPORTING OUR ALUMNI

While we are encouraged by our first cohort's success, we would like to further support participants to translate their increased aspirations into successful applications to highly-selective universities. This includes cultivating a supportive alumni network that works together to achieve their academic aspirations beyond the end of the programme. We will pilot university application support, building up a resource bank and running mock interviews for Year 13 Universify participants in preparation for university applications and entrance interviews.

REFINING OUR IMPACT MEASUREMENT

We have received qualitative data from individuals to suggest that our programme is having its intended effect on educational aspirations and attainment. To ensure that we are delivering impact consistently to our participants, we will investigate how we can improve the collection of

impact data for GCSE attainment and university destinations. This will enable us to track our impact on attainment and longer-term outcomes more effectively and help us to achieve our vision for students to fulfil their potential in education.

ACHIEVING OUR AIMS

These three aims are based on our ongoing objective to deliver sustainable growth and impact. To realise these objectives we are expanding our permanent staff team and have developed a trustee board that brings a wealth of experience, supporting us to build a strategy to achieve our future aspirations. Our trustees provide widening participation and sector knowledge, school and teacher perspectives, expertise in working with young people, a track record of fundraising success, impact measurement know-how, and robust financial management practices.

Although we have mapped out our strategy for participant growth, we understand that expansion is predicated on raising funds to deliver our programme and making the best use of our resources to effectively achieve our Theory of Change. Impact measurement and reporting is part of a constant process to refine and improve what we do, so we can continue to contribute to furthering educational equality and supporting our participants in overcoming the barriers of limited attainment, low aspirations, and feeling out of place in a university setting.



Thank you

WE WOULD LIKE TO THANK THE FOLLOWING PEOPLE AND INSTITUTIONS FOR THEIR SUPPORT, HELP, AND GUIDANCE

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Steve Rayner, Senior Tutor
Dave Simpson, Millie Packer, and Sarah Baughan, Conference Office

St Hugh's College, Oxford

Elena Sorochina, Outreach Officer
Thea Crapper, Academic Registrar

Jesus College, Oxford

Matthew Williams, Access Fellow

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Gordon Sanghera, Donor
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Tibor Gold, MBE
Nick Lawrence

Steve Rayner
Matt Lacey
Robert Phipps
Kate West

Kath Davies
Nadia Awad (Student representative)

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Laura Smyth
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Maia Perraudau

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Nahid Mushrof Ali
Nathanael Ioan Smalley
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Nicholas Latham
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Kim Dukes, UCAS Strobe

LEAD TEACHERS AND PARTNER SCHOOLS

Karen Robinson, Ark Bolingbroke	Kelly-Ann Thomas, Fairfield High School	Jackie Watson, Oxford Spires Academy
Craig Hetherington, Ark Boulton Academy	Lacey Austin, Hadlow Rural Community College	Mark Instone, Princes Risborough School
Francesca Hall, Ark Evelyn Grace Academy	Michael Prince, Harris Academy Chafford	Julie Warren, Redland Green School
Simon Hands, Ark Kings Academy	Hundred	Emma Ward, Spires Academy
Ms Ibrahim, Ark Walworth Academy	Daniel Bushay, Harris Academy Morden	Harminder Singh, St Albans Academy
Collette Inglisnki, Ark William Parker Academy	Nick Soar and Gizle Landman, Harris Academy	Sam Lane, St George's C-of-E School
Rebecca Malone, Bennett Memorial School	South Norwood	Ann Burke, St Mary Redcliffe and Temple School
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Liz Hackling, Bridge Learning Campus	Megan Greet, Harris Academy Tottenham	Sophie Barker, St Thomas More Catholic Academy
Patrick Callaghan, Bristol Cathedral Choir School	Charlotte Matheson, Harris Girls' Academy Bromely	Joe Spark, Stationers' Crown Woods Academy
Luke Haisell, Brockhill Park Performing Arts College	Harvey Ovenden, Hartsdown Academy	Dan Shepperson, The Charles Dickens School
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Cathy Shail, Colston's Girls' School	Rebecca McCairns, King Ecgbert School	Shela Farooq, The Heathland School
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Shane Richardson, The Co-op Academy of Stoke-On-Trent	Martin Keen, Moorside High School	Lucia Hanakova, The Oxford Academy
Fay Welsh, Co-op Academy North Manchester	Ina Goldberg, Oasis Academy Brislington	Karen Heath, The Petersfield School
Dean Robinson, Co-op Academy Swinton	Dan Pitt, Orchard School Bristol	Paula Bull, Westminster Academy
Catherine Earley, Co-op Academy Walkden	Michelle Lawrence, Ormiston Horizon Academy	Natasha Conran, William Ellis School
Anne-Marie Duke, Dunraven School	Aisling Murphy, Ormiston Ilkeston Enterprise Academy	Paul Harris, Wodensborough Ormiston Academy
Alison McLaren, Excel Academy	Becky Maiden, Ormiston Sandwell Community Academy	
	Rebecca Jones, Ormiston Sir Stanley Matthews	

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With special thanks to our partners, supporters, and collaborators



How to get involved

We believe universities should be open to all, based on their academic ability and regardless of their background. If you would like to work with us, please get in touch at

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