As a Department, we are lucky enough to feel the full weight of support from the University, from academics, to professional support staff, PhD students, and Student Ambassadors.

**Year 8 Week student Parent**

Thank you for giving our son a fantastic opportunity this week. It has inspired him and us as a family to support him and his Higher Education choices.
2015-16 has been a busy year for the Department of Widening Participation and Outreach at Surrey. We have seen an almost 60 per cent increase in the number of activities we have run and have had the opportunity to work with more students than ever before.

We have continued to foster the strong relationships that we have with our partner schools and have also developed several new relationships throughout the year, with both schools and external organisations.

There have been many notable achievements from 2015-16; we have continued to expand our provision for parents and carers, our In2Surrey Compact Scheme has seen significant growth, and we piloted support for young carers within Surrey, in collaboration with Surrey Young Carers. We have also said goodbye to our previous Head of Department, Renata Eyres, who was integral in establishing the University of Surrey’s widening participation offer, and in establishing our partnership with schools through the Surrey Schools Consortium. I would like to personally thank Renata for her hard work and commitment and wish her the best with her future endeavours.

As we look forward to 2016-17, we remain committed to ensuring that we provide young people who are from groups underrepresented in Higher Education with the relevant information, advice, and guidance to make their own informed decisions about their educational pathways.

As champions of Higher Education, we will not only continue to raise awareness of the benefits of the university experience, but will also further develop support for students who face significant barriers to education.

I would like to thank all those who have contributed to the past year’s programme of activities. It takes an awful lot of time, commitment, and people power to deliver a programme of such scale and quality. As a Department, we are lucky enough to feel the full weight of support from the University, from academics, to professional support staff, PhD students, and Student Ambassadors. This support extends to our school partners and external staff members, and we cannot thank enough teachers, parents, and carers, for the support they provide the students who engage with us. This leads me to thank the most important group of all; the students themselves. Their enthusiasm, excitement and inquisitiveness brings our programmes to life, and encourages us to keep challenging ourselves so that we can keep challenging others.

Alice McLaren
Head of Widening Participation and Outreach (interim)
The University of Surrey continues to make a significant and increasing investment in the Widening Participation agenda. It is also a University that has one of the highest student employability records in the sector and aims to offer a high quality education and experience to all its students.

Context

The University of Surrey’s Access Agreement provides official documentation that outlines our commitment to the access, progression and success of underrepresented groups in Higher Education. Universities cannot charge home undergraduate students more than £6,000 without submitting an annual Access Agreement which must be approved by the Office of Fair Access (OFFA). The University of Surrey is situated in one of the most expensive areas in England to work and study and, as such, its Access Agreement ensures that financial aspects of studying at Surrey do not deter any student that has the ability to succeed at university.

This year’s annual report will outline the work that has been carried out during 2015-16 to support students’ access and progression to higher education.

The University’s Widening Participation and Outreach (WP&O) Department plays a significant role in raising the aspirations and attainment of young people under-represented in Higher Education and, through its core WP&O programme, provides a range of on and off campus interventions. Our aim is to minimise barriers and support progression and participation for those who are capable of benefitting from the experience.

The Higher Education Statistics Agency (HESA, 2016) shows progress has been made in improving fair access for students from under-represented groups, particularly by increasing participation from those from less advantaged socio-economic backgrounds and state schools. However, there is still inequality in access that needs to be addressed and widening participation is a continuing priority. The Prime Minister’s goal is to double the rate of disadvantaged students in Higher Education by 2020, in conjunction with a commitment to increase the number of BME students going into Higher Education by 20 per cent by 2020.
Targeting and eligibility

The groups that will benefit from the activities run by the WP&O Department at the University are given below.

Students at state schools and colleges between KS2 to 5 (inclusive) who are in under-represented groups:
- From non-professional households (NS-SEC 4-7 socio-economic class)\(^1\)
- From low income households
- The percentage of students who come from a neighbourhood in which there is low participation in higher education\(^2\)
- From families which have no parental history of HE participation
- Looked after children/care leavers
- From Black and Minority Ethnic (BME) groups
- White working class males
- Classified as having a disability
- Young carers
- Refugees and asylum seekers (this data will be collected in the 2016-17 student information form)
- Classified as Gifted and Talented (G&T) and also being in one of the sub-groups above
- Mature learners

A rigorous evaluation framework has been developed which enables each activity to be reviewed against a range of Knowledge, Attitudinal and Behavioural outcomes. Using this framework enables us to evaluate and improve the activities we run and ensure they contribute to the overarching aim to ‘increase and aspiration and attainment of students who have the potential to progress to higher education’ from the groups outlined.

We primarily focus our efforts on working with state maintained schools within Surrey, but on occasions we do work beyond the county borders (e.g. into Hampshire, Kent, and Sussex) depending on the programmes we are delivering and as external opportunity and interest develops.

\(^1\)Students from categories 4-7 of the National Statistics Socio-Economic Classification
\(^2\)The percentage of students who come from a neighbourhood in which there is low participation in higher education
Collaboration and partnership

The University is committed to working through collaborative partnerships to support progression to Higher Education.

SURREY SCHOOLS CONSORTIUM AND ADVISORY GROUP

The Surrey Schools Consortium was launched in 2013 and the partnership is now successfully in its third year and made up of 54 Surrey State Secondary schools. To support collaborative partnerships between the University and the Surrey Schools Consortium, an Advisory Group was established in 2013 with representation from ten Consortium schools.

The group is chaired by the Head of Widening Participation and Outreach and meets three times a year. Key aims of the Advisory Group are to ensure the programme of events and activities being developed and delivered meet the needs of the students and schools across the Consortium. Continued input from the Advisory Group members demonstrates the value that they place on partnerships with the Widening Participation and Outreach Department.

HIGHER EDUCATION OUTREACH NETWORK (HEON)

Funded since January 2015, the National Networks for Collaborative Outreach (NNCO) aims to encourage more young people into Higher Education by bringing together universities and Further Education colleges into local networks to provide coordinated outreach to schools and colleges. The University of Surrey is the lead institution for the Higher Education Outreach Network (HEON) which is a partnership of four institutions: University of Surrey, Royal Holloway University, University of the Creative Arts & Farnborough College of Technology.

The local HEON network aims to provide a single point of contact for schools and colleges in Surrey, Hampshire and East Berkshire to inform them of the range of outreach activities available from the four institutions.

NATIONAL COLLABORATIVE OUTREACH PROGRAMME (NCOP)

NNCO funding for HEON will end in December 2016 however HEON will continue in a different form as the University has been successful in its bid to lead a local partnership as part of the National Collaborative Outreach Project (NCOP). The programme will support the Government’s goals to increase participation amongst students underrepresented in HE by 2020.

The partnership consists of a variety of institutions: Farnborough College of Technology, Guildford College, NESCOT, Royal Holloway University of London, Surrey County Council, Surrey Sports Park, and the University for the Creative Arts together with the University.

AIMHIGHER LONDON SOUTH NETWORK (AHLS)

The Aimhigher London South Network (AHLS) is committed to collaboration and works in partnership with eleven universities, 28 schools and three Further Education colleges across London and the South East. As a member of the partnership, WP&O staff and Student Ambassadors host and staff events commissioned by AHLS and attend meetings with schools, Further Education colleges and Higher Education Institutions (HEIs) to support collaborative initiatives. During this year, the WP&O Department has hosted and contributed to several taster conferences for a variety of age groups.
As part of a new collaboration for 2015-16, the University has begun to develop a strong working relationship with Surrey Young Carers including Action for Carers Surrey.

Early in the academic year, the Department hosted an awareness raising event for teachers and support staff working in schools and colleges across Surrey, in collaboration with Action for Carers and the Higher Education Outreach Network (HEON). The aim of the event was to discuss the challenges Young Adult Carers, aged 18-24, face when trying to access Higher Education, share good practice and create an action plan to help young carers succeed and progress to university.

We also work closely with Surrey Young Carers to offer a programme of targeted activities to support young carers. The first Young Carers’ event was held this year for students in Year 8 and 9 which was promoted through Surrey Young Carers. The event involved taster sessions on Mandarin, Chemical Engineering and Biosciences as well as an introduction to university. Students had the opportunity to explore the campus and student accommodation and met current University of Surrey students to learn about a variety of aspects of university life.

Feedback from the event was extremely positive and students said that the day helped them understand what university has to offer and learn about a variety of different careers; it also helped them understand the differences between school and university.

Data shows that only 5.6 per cent of students who are care leavers entered Higher Education in 2012, compared to 59.6 per cent of people from the most advantaged areas and 20.4 per cent from the most disadvantaged areas (OFFA).

Surrey Virtual School is responsible for raising the educational standards of Surrey’s children in care. This year, the WP&O Department ran their second collaborative event for practitioners working in the Virtual School. Aims of the day were to provide Higher Education related Information, Advice and Guidance (IAG) in addition to information about the financial, academic and pastoral support available at university.

Feedback from staff who attended the event said the day had helped their understanding of the variety of support available at university. They also had a better understanding of the pathways that students can take to access Higher Education.

We are also working with the National Network for Education of Care Leavers (NNECL) in the South East to support care leavers into university to share good practice.
Measuring the impact of our work

Access Agreement targets
In order to charge higher fees individual universities have to set targets to demonstrate how the institution will use funding to support their outreach work with underrepresented students and the retention of students at university.

University of Surrey targets for application and progression in an Access Agreement set out as follows:

<table>
<thead>
<tr>
<th>Application and progressions</th>
<th>Targets 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low participation neighbourhoods (Polar3) quintiles 1 and 2</td>
<td>7.5%</td>
</tr>
<tr>
<td>State School entrants</td>
<td>92.7%</td>
</tr>
<tr>
<td>National Statistics Socio-economic class (NS-SEC) classes 4-7</td>
<td>28%</td>
</tr>
<tr>
<td>In2Surrey Scheme</td>
<td>40</td>
</tr>
<tr>
<td>Progression from Year 1 to Year 2</td>
<td>87%</td>
</tr>
<tr>
<td>No longer in HE after 1 year</td>
<td>5%</td>
</tr>
</tbody>
</table>

Higher Education Access Tracker (HEAT)
The University of Surrey is one of 59 institutional members of the Higher Education Access Tracker (HEAT) service which assists members in the targeting, monitoring and evaluation of both their individual and collaborative activities. HEAT will enable the University to understand the relationship between outreach participation and HE enrolment, retention and success and see whether students involved in outreach enrol in Higher Education, not only at the University of Surrey, but to all other Higher Education Institutions.

In time, the University will be able to demonstrate its contribution to the sector as a whole and build up a picture of the retention and degree classification of its outreach participants, as well as seeing destination and postgraduate enrolment data.

Sustained intervention programme for WP cohorts in Surrey School Consortium partnership

<table>
<thead>
<tr>
<th>Targets 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative partnership work</td>
</tr>
<tr>
<td>Residential Summer schools</td>
</tr>
<tr>
<td>General WP and outreach, including skills development, transition, subject support and IAG</td>
</tr>
<tr>
<td>Delivery of a sustained intervention programme for WP cohorts in Surrey Schools Consortium</td>
</tr>
<tr>
<td>HE related IAG for mature learners</td>
</tr>
<tr>
<td>Primary school programme focusing on transition, literacy, numeracy and science</td>
</tr>
<tr>
<td>Delivery of intervention with LEAs</td>
</tr>
<tr>
<td>Professional Development events for teachers within Consortium Schools</td>
</tr>
</tbody>
</table>

WP&O targets are set each year for the number of beneficiaries for our activities. Key indicators help us to measure the success of our work in meeting our targets and enable us to review our progress year on year.

During the year we have run a large number of activities and worked with a range of stakeholders, including students, teachers, parents, university staff, student ambassadors and Further Education colleges.

<table>
<thead>
<tr>
<th>PRIMARY SCHOOL STUDENTS</th>
<th>PRIMARY SCHOOLS WORKED WITH</th>
<th>STUDENTS INVOLVED IN ALL OUTREACH ACTIVITIES</th>
<th>NUMBER OF ACTIVITIES RUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,512</td>
<td>15</td>
<td>9,930</td>
<td>124</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEACHERS AND PROFESSIONAL SUPPORT STAFF WORKED WITH</th>
<th>STUDENT AMBASSADORS/UNIVERSITY STAFF INVOLVED IN EVENTS</th>
<th>STUDENTS INVOLVED IN RESIDENTIAL SUMMER</th>
<th>OF SECONDARY SCHOOLS WORKED WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>503</td>
<td>586</td>
<td>266</td>
<td>144</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MATURE STUDENTS</th>
<th>PARENTS/CARERS ATTENDING ACTIVITIES</th>
<th>FURTHER EDUCATION COLLEGES WORKED WITH</th>
<th>LOCAL EDUCATION AUTHORITIES WORKED WITH</th>
</tr>
</thead>
<tbody>
<tr>
<td>273</td>
<td>581</td>
<td>40</td>
<td>55</td>
</tr>
</tbody>
</table>
Activity overview

We run a programme of aspiration and attainment raising activities for students from Key Stage 2 to 5. Students are offered a wide range of opportunities to work with student ambassadors and academics both at the University and within their school. The core of our activities are designed to provide students with information, advice and guidance (IAG) on what university is, what it has to offer and the key steps students should take on their journey to Higher Education. The following pages show the variety of activities that make up the programme we offer.

YOUNG PERSONS’ UNIVERSITY (YPU) RESIDENTIAL SUMMER SCHOOL PROGRAMME

During June and July 2016 the University ran twelve Young Persons’ Universities in the following subject areas:

- Biomedical Science
- Business
- Engineering
- Law
- Media
- Nutrition and Exercise Science
- Physical Sciences (Maths, Physics and Computer Science)
- Veterinary science
- Languages (French, German and Spanish)
- Nursing and Midwifery
- Operating Department Practice
- Paramedic Practice

These are five-day residential summer school programmes for Year 12 students who meet widening participation criteria. They give students the opportunity to attend lectures and seminars and take part in theoretical and practical work. As well as providing students with subject specific knowledge, the programmes aim to develop participants’ transferable skills in team working, communication, presentation and research skills.

91% OF STUDENTS AGREED OR STRONGLY AGREED AFTER THIS WEEK THEY HAVE A BETTER UNDERSTANDING OF THE SOCIAL OPPORTUNITIES AT UNIVERSITY (YEAR 12 YPU STUDENTS)

92% OF STUDENTS AGREED THEY HAVE A BETTER UNDERSTANDING OF THE TYPES OF CAREERS THEIR CHOSEN DEGREE AREA COULD LEAD TO (YEAR 12 YPU STUDENTS)

Lauren Pages
BEng undergraduate student

I saw that university was a fun and exciting place and at the same time offered me a better chance in my career later in life.

Will Martin
Mathematics undergraduate student

The YPU showed me the everyday sides of university life like living on campus, having a real sense of independence and meeting future potential course mates.

26% OF STUDENTS RECEIVED A CONDITIONAL FIRM OFFER FROM SURREY

39% OF STUDENTS APPLIED TO THE UNIVERSITY OF SURREY

My confidence has definitely increased - I found myself willing to start conversations with people before they talked to me.

Year 12 student
Engineering YPU
For the second consecutive year students attending the residential summer school programme are offered an e-mentor to support their ongoing transition to university as they enter Year 13 and begin the UCAS application process. The scheme is supported by the Brightside Trust who have extensive experience of managing e-mentoring schemes in Higher Education Institutions. Trained Student Ambassadors act as mentors to Year 12 students through the e-mentoring programme which runs from the end of the summer schools to the end of October. During the mentoring sessions students are encouraged to ask questions about university life, finance and living away from home.

Students who were mentored last year made good use of the e-mentoring platform and engaged with their mentor.

**SUMMER SCHOOL E-MENTORING SCHEME**

- 80% of students logged into the Brightside e-mentoring at least once
- 77% of students contacted their mentor at least once

**YEAR 7 CHRISTMAS EVENT**

The Year 7 Christmas event is a one day event which aims to give students the opportunity to explore a range of different careers, such as Engineering, Marketing, Biosciences, Hospitality and Nutrition. Students participate in a variety of team-building activities with students from other schools and work together with our ambassadors.

This is the second year that this successful event has been run and was attended by 158 students from eight Surrey Consortium schools, supported by 17 members of teaching and support staff and 23 University ambassadors.

Students said that they had a better understanding of university after the event and would like to go to university in the future.

- 96% of students agreed or strongly agreed that they understand what university is
- 87% of students said that they had learnt something new during the event
YEAR 8 INTRODUCTION TO HIGHER EDUCATION WEEKS

Our Year 8 Week is a one-week non-residential programme for Year 8 students which aims to provide students with an introduction to Higher Education by bringing them on to the University campus and engaging them in a variety of activities and subject related sessions.

This is the third year that this event has run and 189 students attended from eleven Consortium schools in Surrey across two Year 8 Weeks. On the final day, 171 parents and carers attended a graduation ceremony to celebrate the hard work and achievement of students.

Activities include a combat theatre session run by Guildford School of Acting (GSA), an Engineering session run by BAM construction and another held by one of our Engineering students and a chemistry session led by a Surrey PhD student. Students also visited Surrey Sports Park where they took part in a range of activities and learnt about the role of nutrition in sport.

Evaluation carried out pre and post event showed significant increases in students’ interest in going to university in the future, their understanding of the differences between school and university and their motivation to work hard to achieve their full potential. Parents noticed that their son/daughter’s self-confidence had grown during the week:

- **91%** of parents agreed or strongly agreed that their child’s confidence had grown during the week (Year 8 Week Parents)
- **85%** of students agreed or strongly agreed that the week had helped them to think about going to university in the future (Year 8 Week Students)
- **84%** of students agreed or strongly agreed that the week had increased their motivation to work hard at school to achieve their full potential (Year 8 Week Students)
- **94%** of students agreed or strongly agreed that after this week they have a better understanding of the differences between school and university (Year 8 Week Students)
Surrey Skills Fair is one of the largest events run by the WP&O Department. It took place over two days in December and aimed to inform Year 9 students who are about to make their GCSE options. Students had the opportunity to discover new career pathways, try out cutting-edge technology and find out what skills employers are looking for. Students sampled interactive stands from a wide range of UK and international businesses including McLaren Racing, Cisco Systems, Heathrow Airport, GlaxoSmithKline, IBM, BAE Systems and also spoke to a range of Further Education and Higher Education providers.

Surrey Skills Fair was attended by:

- **2,200** students
- **37** Surrey Consortium Schools
- **26** UK and International Businesses
- **16** FE and HE Providers

"I now have a better idea of what I want to do when I’m older and where I should go to do it. Furthermore, I know that I have to take Science and Maths and get an A or B to do what I want to do." - Year 9 Student

"The students were overwhelmingly positive about the event; it was by far the most beneficial and well organised of the different similar events that I have been to. Students who often are very shy and reticent to speak were buzzing after their experience." - Year 9 Student

"The event has continued to be a success and students tell us how it helps them make their GCSE choices and understand the variety of courses available to them."

"90% of students said that the event would help them to choose their GCSEs (Year 9 Surrey Skills Fair students)"

"92% of students said that the Surrey Skills Fair helped them to understand more about the variety of courses offered at university (Year 9 Surrey Skills Fair students)"
New Activities for 2015/16

CRIME CONUNDRUM

The Crime Conundrum workshop was attended by 79 Year 9 students from seven schools across the Surrey Consortium. Students came onto campus and took on the role of crime scene investigators, using a variety of mathematical techniques to solve a hypothetical crime. Students worked together to decipher how much money had been stolen from a university scholarship fund, who had taken the money and where the money was being hidden!

Students said that after the event they had a better understanding of the importance of maths and that the event had motivated them to work harder.

81% (Crime Conundrum, Year 9 students)

I really enjoyed today as I learnt more about maths and had fun doing it.

Year 9 Student
Crime Conundrum

The Student Ambassadors were helpful and co-operative, the maths involved helped me realise maths is everywhere.

Year 9 Student
Crime Conundrum

93%
OF STUDENTS AGREED THAT THE EVENT HAD MOTIVATED THEM TO WORK HARD AT MATHS TO REACH THEIR FULL POTENTIAL

81%
OF STUDENTS AGREED THAT THEY HAD A BETTER UNDERSTANDING OF THE IMPORTANCE OF MATHS
MICROORGANISMS, MONSTERS AND INFECTION CONTROL

This Year 7 workshop in Biomedical Sciences saw pupils engaging with the world of microorganisms. A total of 134 students from eight Surrey Consortium schools attended the five events. Activities including designing microorganism monsters, based on profiles of microorganisms, a scavenger hunt around campus to find useful microorganisms and develop their scientific skills using microscopes to view protozoa.

93% OF STUDENTS SAID THAT THEY HAD A BETTER UNDERSTANDING OF MICRO-ORGANISMS

THE ENGINEERING ISLAND

The Engineering Island workshop was attended by 80 Year 8 students from Surrey Consortium schools. Students imagined they were stranded on a deserted island and were given survival kits. Using the kits, students worked in teams to build three structures that would allow them to survive on the island and eventually escape from it. Students produced innovative and well planned designs using the limited resources that were provided.

Students said that the day helped their understanding of Engineering and informed them of future career choices in engineering.

Year 8 Student
Engineering Island

Very well planned and engaging day for the students.
Year 9 Teacher
Engineering Island

PARALYMPIC ENGINEERING (YEAR 10)

Year 10 students from six Surrey Consortium schools participated in the first Paralympic Engineering event. Students spent time in one of our research analysis labs, learning about how medical engineers design, test and fit prosthetic limbs and then had the opportunity in groups to research and design their own prosthesis that could be used by Paralympic athletes. The teams produced some impressive designs that were not only innovative and creative, but also practical and functional. The event also helped students develop their research and presentation skills.

Students said that the day had provided them with a better understanding of Engineering and had helped them develop their understanding of the importance of team-working skills.

89% OF STUDENTS AGREE OR STRONGLY AGREE THAT THEY HAVE A BETTER UNDERSTANDING OF THE IMPORTANCE OF TEAM-WORKING SKILLS
The scheme does not guarantee a place at the University of Surrey but it will give fair consideration to eligible students who have the potential to succeed at the University who have personal circumstances that mean they may find it challenging to achieve the standard offer for their programme. On successful completion of the In2Surrey assignments, it offers students the opportunity to receive an alternative offer for the programme they hope to study at undergraduate degree level.

This year the In2Surrey Scheme also added e-mentoring for the very first time. This added benefit enables prospective students to engage with current undergraduates in a programme developed by our Mentoring Coordinator and made possible with the support of the Brightside Trust.

The scheme has seen an almost five-fold increase in applications for 2016-17 entry compared to those received for 2015-16 entry.

In2Surrey

In2Surrey is a Compact Scheme targeted at state-funded schools and colleges which identifies and supports applicants from under-represented groups.
Supporting progression and success

The University of Surrey takes a lifecycle approach to widening participation which encompasses the entire student journey from entry to Higher Education, to progression through their course to graduation and employment. The WP&O run a number of programmes in collaboration with the Library and Learning Centre to support students’ progression and success.

__Mature learners’ pre-entry day__

Eighty-one students attended the Mature Learners’ Pre-entry Day in September 2015 which aims to provide mature students with support as they make the transition into the University. The event provides an opportunity for students to meet and network with new and existing mature students and is supported by staff in the University of Surrey’s Student Personal Learning and Study Hub (SPLASH). Student Ambassadors showed students around campus and spoke to them about their own Higher Education experience. A total of 81 students attended the event.

Mature learners who attended the day said that it had increased their confidence to make the transition to university and they were now aware where they could get support for their studies if needed. The opportunity to meet other mature learners starting at the university was also valued by students.

__Sprint__

Sprint is a ground-breaking professional development programme for female undergraduates which was introduced to the University in 2014-15. The programme is targeted at students from underrepresented groups and is designed to help them to develop to their full potential, and achieve individual aims and aspirations by addressing personal, study and career issues. The programme is aimed at helping prepare women for potential challenges that they may face in the future, such as issues relating to the gender pay gap. Past feedback and experience is currently being used to improve and develop the programme for 2016-17, ensuring that it is tailored to the needs of the participants.

The programme consists of:

- Four action packed one day workshops
- Encouragement of effective networks within the group
- A folder with all the materials for the programme
- Real, relevant and inspiring role models
- Opportunities to engage with any corporate sponsors, who may provide coaching and/or work shadowing opportunities

Students who attended the programme have said that it has helped their personal development and inspired them to develop their full potential.

__STARS Programme__

The Surrey Top Achievers Recognised and Supported (STARS) programme is a unique development scheme designed to identify the needs of, and offer support to, high achieving students (those who achieve over 68 per cent in Year one or two of their degree) at the University. The scheme started in 2010-11 and continues to develop and respond to the academic and personal development of these students. Almost 80 per cent of students come from a WP background and the programme will continue to support the academic and personal development of WP students.

I think this is a fantastic programme, it has really inspired and motivated me. It has added so much to my personal growth.

Sprint Student

I will definitely be taking the skills learnt into the future. I’m proud of myself, which was a struggle for me to say before.

Sprint Student
Student Ambassador spotlight

WP&O Student Ambassadors are involved in a wide range of activities:

- Assisting with classroom based attainment and aspiration raising activities both on and off campus
- Leading University campus tours
- Supporting large scale events, such as the Year 12 Young Persons’ University residential summer school programme
- Attending collaborative activities with other universities
- Supporting School Careers events

Student Ambassador Training

The WP&O Department runs a Student Ambassador training day each year which is delivered by members of the team and supported by experienced Student Ambassadors. This year, 67 new Ambassadors were trained by the team. Aims of the training are to prepare students for their role as Ambassadors and develop their presentation and communication skills and also increase their understanding of widening participation so that they can contribute to the design and delivery of WP activities. Throughout the day, students take part in a variety of taught sessions, including giving effective presentations, understanding group dynamics and how to manage difficult situations, running campus tours and information about what it means to be a good Ambassador. Students also cover the legal aspects of working with children and Child Protection issues. Developing students’ understanding of the importance of their own self-reflection and evaluation of activities is another key part of the day.

Students said that the event had helped to prepare them for their role as a WP Student Ambassador and understand the importance of self-reflection and the evaluation of activities. The training was also recognised as an important aspect of developing employability skills.

I have been at Surrey for three years now and one of the first things I did when I arrived was sign up to be a Student Ambassador. During this time I have learnt so much through being involved and I look forward to continuing my work with the Widening Participation and Outreach team after the summer break.

I have been involved with numerous Ambassador Events since I have been here including the summer schools last year, Year 8 week and helping at the new Ambassador training. Each opportunity has enhanced my personal development. This has included learning to work as a team, managing small groups and enhancing my leadership skills.

Most recently, I have worked alongside a member of WP&O staff developing a maths workshop for Year 9 students. Both times we have run the event it has been very successful and student engagement has been outstanding. By developing a workshop as an Ambassador I have been able to increase my confidence in delivering to an audience as well as learning many soft skills which will hopefully enhance my employability. In addition, seeing the amount of work that goes into an event opens your eyes to the fantastic work the team do.

I am looking at going into teaching after I graduate so being able to work with students and deliver workshops whilst still being an undergraduate is such a fantastic opportunity.

Harry Deards
Maths undergraduate
WP Student Ambassador
Future priorities

In 2016/17, we will continue to develop and expand our work in engaging and inspiring individuals to consider Higher Education as an option for them.

Key priorities are:
• Build up a network of feeder primary schools within the locality of the University
• Develop and deliver a sustained engagement programme for year 10 students
• Develop interventions to get the progression and success of current undergraduate students
• Continue to develop further training of our Student Ambassadors
• Develop further activities with vulnerable groups, including looked after children, young carers, refugees and asylum seekers
• Develop new events for teachers, parents and carers
Disclaimer

The information in this brochure is intended as an indicative guide to the educational and other services provided by the University. The University endeavours to ensure that the information provided is accurate and up-to-date at the time of going to press (November 2016).

However, it may be necessary for the University to make changes to some of the information presented in it. To make an informed decision about whether you wish to study at the University, we advise you to consult the University’s website, surrey.ac.uk, for up-to-date information.