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46 Conclusion
This year we have seen not only an increase in the number and range of events and activities that we have been able to offer but, more importantly, we have seen a large increase in the number of schools and students attending these events.

It has been a wonderful experience being a part of this and has given me great satisfaction to see how the students engage with all the activities and how through these they grow and become more confident in their own abilities, taking on new challenges, working together in teams with people they have never met before, to solve problems and create solutions to the tasks that they have been set.

The positive feedback we receive from all those involved keeps the team here at Surrey motivated and committed and reinforces our belief that the young people of today, can and will have a very positive future.

Not only have we engaged with more schools and students, we have also seen an increasing number of parents and carers becoming involved and taking a real interest in what their children are involved in and asking about ways in which they may be able to support them with their future educational and career choices and pathways. Over 170 parents and carers attended our Year 8 Exploring Higher Education week graduation ceremony. This is a celebration and recognition of all the hard work and continued commitment from the students during the week.

We have also attended a variety of different events at a number of schools, including options evenings and parent’s evenings, which have helped ensure that we are able to provide the most up to date information, not only to the students themselves, but also to teachers, advisors, parents and carers.

We aim to continue and further develop the programme of events and the range of activities and resources on offer during the coming months. We look forward to welcoming and working with an even greater number of schools, their students, parents and carers.

I would like to personally thank all those who have contributed to making the last year such a success. The staff and student ambassadors for designing, developing and delivering such a wide range of exciting and innovative events and activities, enabling all those involved to have such inspiring, positive and motivating experiences: teachers, parents and carers for supporting our work but most importantly of all, the students themselves who inspire us all.

Renata D Eyres
Head of Widening Participation and Outreach

The positive feedback we receive from all those involved keeps the team here at Surrey motivated and committed and reinforces our belief that the young people of today, can and will have a very positive future.
Widening participation

Whilst there has been an increase in the participation rate of 18 year olds from disadvantaged backgrounds entering higher education, there is still a significant difference in the progression rates of those students from more advantaged backgrounds to those from disadvantaged backgrounds entering higher education. Currently, there is a student participation rate of 20 per cent for the most disadvantaged 20 per cent of the young population, compared with 60 per cent for the most advantaged 20 per cent of the population (HEFCE, 2015).

Access agreements monitored by the Office for Fair Access (OFFA) ensure that fair access is a priority for universities. Funding for widening participation activities comes to all universities with an Access Agreement from both fee income and the Student Opportunity Allocation which is dependent on the number of disadvantaged students that universities recruit.

A large part of the work carried out by the Department of Widening Participation is to provide a targeted and sustained programme of outreach work for students from primary through secondary school and beyond, to ensure that those with the potential to succeed have the same opportunities and support no matter what their background.

A wide variety of activities are offered across all age ranges to help increase students’ aspiration and attainment levels and provide them with clear information, advice and guidance about higher education.

A number of groups are recognised as being at a disadvantage in gaining access to higher education. These include students from:

- Non-professional households
- Low income households
- Low participation neighbourhoods
- Families with no parental history of higher education participation
- Looked after children/care leavers
- Black and Minority Ethnic groups
- Those with a disability
- Young Carers

A wide variety of activities are offered across all age ranges to help increase students’ aspiration and attainment levels and provide them with clear information, advice and guidance about higher education.
Evidencing the value of widening participation and outreach activities

The Widening Participation and Outreach Department’s strategy encourages greater collaboration and partnership with schools and colleges across Surrey and beyond through the Schools Consortium. Ensuring that activities are grounded in evidence based practice has been central to the University’s strategy and forms the basis of a whole student lifecycle approach to our work. In addition to evaluating individual activities, students are also tracked on a longer term basis to monitor outcomes in relation to progression to higher education and completion of their journey into employment.

An outcomes based approach has been adopted with a rigorous process being used for the development of Outcomes. A methodology called Logic Modelling was then used to analyse pre-existing activities and determine how well the desired Outcomes were being addressed by those activities.

A key advantage of the Logic Modelling approach is it can be used both as an effective Outcomes based planning tool and then as the basis of activity and programme evaluation. In this way, an annual planning cycle has been created which uses the results of the previous year’s evaluations, along with other external and environmental changes, to update and improve future programmes.

Key outcomes are set at the beginning of the academic year for each activity and for every stakeholder group, i.e students, parents and carers, teaching and professional support staff, student ambassadors, university academics and policy makers. Ongoing formative evaluation is embedded into projects from the start with clear objectives and measurable outcomes. Following an event we want to know whether the event achieved the outcomes that we intended and whether there have been unintended outcomes. Through this evaluation framework we are able to improve the activities we offer and ensure they contribute to the overarching aim of the programme, that being ‘To increase the aspiration and attainment of students from underrepresented groups who have the potential to progress to higher education’.

The Programme Logic Model that the Department has used is shown overleaf.

Key outcomes are set at the beginning of the academic year for each activity and for every stakeholder group, i.e students, parents and carers, teaching and professional support staff, student ambassadors, university academics and policy makers.
To ensure that activities are targeting those students who would most benefit from them, demographic data is collected via their school, on students who attend our events. Information collected includes:

- Who participated, along with appropriate demographic data, such as: name, date of birth, gender, ethnicity, age, disability, care leaver and Young Carer status
- Postcode to collect LPS data
- Parent/carer occupation (NS-SEC data)
- Parent/carer experience of higher education
- School / college (educational indicator)
- How many students participated
- How the breakdown for each activity contributed to the overall numbers for each of the sub groups
- How the breakdown for each student focused activity contributed to the overall numbers for each school year group
- The cost of running each activity

All outcomes are designed to assess whether or not students have gained the knowledge and attitudinal outcomes set for the event. The question that evaluations are aiming to answer is: has the programme of WP&O activities with Surrey Consortium Schools increased student rates of progression to higher education?

A number of areas will be explored through the outcomes evaluation to answer these questions:

- Have more WP&O students progressed to higher education?
- Have WP&O activities increased WP&O students’ confidence that higher education is an option for them?
- What do WP&O students from under-represented groups think the individual benefits of a university education are?
- Has WP&O students’ involvement in activities influenced their GCSE subject choices?

To address the questions set out above, we have run a range of activities with Surrey Consortium Schools. Evaluation of the WP&O activities aims to answer is: has the programme of WP&O activities increased student rates of progression to higher education?

## Situation

There is a need to increase the rates of participation in HE amongst certain under-represented groups of school and college students and mature learners

## Inputs

- WP&O staff from University
- Academic staff from University
- University students
- School staff
- School and University facilities
- WP&O budget
- Relevant school budgets

## Activities

A range of activities both on and off campus for:

1. Students and mature learners from year groups 6 to 13
2. Teachers and teaching assistants
3. Parents and carers
4. University of Surrey staff
5. University of Surrey students
6. Evaluation of all activities
7. On-going research into good practice elsewhere

## Outputs

Number from each target group attending each activity category (e.g. type of under-represented group, school year group) within target group(s) attending each activity.

Cost of each activity

Evaluation and research reports

## Knowledge

Students have better knowledge of university application, finance, support systems and life as well as benefits and career opportunities.

Parents/carers have better knowledge of the benefits of university, the support available and practical matters, including finance

Teachers/teaching assistants have better knowledge of good practice from other schools, their subject areas and careers pathways for their students

University academics have better knowledge of WP&O aims and the transition from school to University

University students have better knowledge of the benefits of having a degree and lifelong learning (LLL)

Policy makers have better knowledge of the good practice taking place in the Consortium

## Attitudes

Students are confident that they are able to progress to HE and that it will bring them significant benefits. They are more committed to, and confident in, learning

Parents/carers are more confident that they can support their children and understand the benefits of HE

Teachers/teaching assistants are more confident and committed to supporting their students and have an increased desire to update their knowledge and skills

University academics are more willing to work with schools and colleges

University students are more convinced of the value of HE and more committed to WP

Policy makers are more confident that the Consortium can provide and disseminate evidence of good practice in WP

## Behaviours

Students are more engaged with their education, demonstrate increased study skills and increase their rates of attainment and progression

Parents/carers are more engaged with schools and provide more support to their children

Teachers and teaching assistants undertake more personal development, use good practice from elsewhere and provide more encouragement/support to their students in relation to progression to HE

More University academics participate in WP activities

More WP students become Student Ambassadors

The Schools Consortium is increasingly cited by policy makers, who award more Outreach funding to the University of Surrey

## Results

The increased aspiration and attainment of students from under-represented groups who have the potential to progress to Higher Education
Section 1:
Access

DEFINITION OF ‘OUTREACH’

The Office For Fair Access (OFFA) defines outreach activities in the following ways:

Outreach is activity that helps to raise awareness, aspirations and attainment among people from disadvantaged backgrounds, e.g. summer schools that give a taste of university life, homework clubs for pupils who may not have anywhere to study at home, or universities forming and sustaining links with employers and communities.

OFFA encourages collaboration between institutions, schools and colleges and this is central to the work of the Department in delivering long-term outreach and higher education advice and guidance to Surrey Consortium Schools.
To support the collaborative partnership between the University and the Surrey Schools Consortium, an Advisory Group was established in 2013 with representation from a number of Consortium schools. The group is chaired by the Head of Widening Participation and Outreach and meets at least three times a year. It seeks to ensure the programme of events and activities being developed and delivered meets the needs of the students and schools across the Consortium. They need to know what activities have worked, what has not worked and why. Summaries of activities with recommendations are circulated to the Advisory Group to enable decision making. Support from the schools Consortium via the Advisory Group is important in the process of continuous improvement through an annual review of the Programme. This year, feedback from the Advisory Group underlined how happy they were with the growth of the partnership since its development.

Year 7
Student introduction to university, exploring the language used in higher education and the differences between school and university.

Outcomes
- Understanding the opportunities available in higher education including types of courses, institutions, progression routes and what it means to be a university student
- Understanding how to make decisions about future educational pathways

Year 8
Exploring what university has to offer and how students can benefit from taking part in extracurricular activities.

Outcomes
- Understanding what opportunities are available in higher education
- Increased confidence that progression to higher education will bring social benefits

Year 9
Understanding and learning how to make informed choices about their future education, through a visit to the University, spending the day with staff and students.

Outcomes
- Increased confidence in ability to make clear and independent decisions
- Understanding the variety of career pathways and employment opportunities

Year 10
Investigating the benefits of going to university with student ambassadors and information on Professional Training and the acquisition of transferable skills.

Outcomes
- Understanding the opportunities available in higher education (academic and social), including types of courses, institutions, progression routes and what it means to be a university student
- Increased knowledge of learning styles and transferable skills

Year 11
Consolidating information on key study skills, learning styles and approaches through an off campus activity delivered in schools. Student ambassadors provide examples of their own experiences.

Outcomes
- Understanding the opportunities available in higher education and the variety of career and educational pathways and employment opportunities
- Increased confidence in applying their transferable skills

Year 12
Opportunity to visit the University campus to participate in a series of informative and interactive sessions to assist students contemplating university. Students will be guided through the UCAS process and given information about writing an effective Personal Statement.

Outcomes
- Understanding what opportunities are available in higher education and the application process
- Understanding all aspects of student finance
- Knowledge of academic, financial and pastoral support available in universities
- Increased confidence to make informed and independent decisions

Year 13
Preparing for the transition to university through a visit onto campus and sessions exploring how to prepare for university including budgeting. The day will also include a study skills session.

Outcomes
- Understanding all aspects of student finance
- Increased confidence that higher education is an option
- Increased confidence in the ability to undertake the transition to higher education
- Increased knowledge of learning styles and transferable skills
WP&O ACTIVITIES 2014/15

The Department has been involved in a wide range of activities and events and worked with a variety of beneficiaries.

Year 6 Transition summer schools
As part of a government funded scheme, secondary schools can bid for funding to run summer school activities over the holidays for selected pupils who are moving from primary school. This is the second year that the WP&O Department has supported the delivery of these activities for schools within the Surrey Schools Consortium.

A total of 195 students from four schools visited the University on separate days at the end of school term during July and August. Each school took part in various group activities, with sessions including an introduction to university life, a campus tour, a creative writing and literacy session and an engineering session. Students also had the opportunity to visit Surrey Sports Park and took part in a range of activities including climbing, squash and tag rugby.

Students have the chance to develop team building skills and interpersonal and academic skills which would help them with their transition from primary to secondary school. The day also introduces students to higher education and the University, giving them a campus tour.

Year 7 Christmas event
On Monday 8 and Thursday 11 December we welcomed 230 Year 7 students onto campus for a Christmas Extravaganza.

The students came from twelve Consortium Schools across Surrey and participated in five subject specific activities related to their current area of study and explored how these link to their future education. Working together in teams students had the opportunity to develop their self-confidence and ability to work with others.

Activities included:

- Mrs Claus’s Kitchen – students had to help Mrs Claus make some Christmas goodies and learn about the importance of nutrition and how to be ‘Treatwise’
- Snowball Flight – students worked with our Engineering ambassadors to design, create and test snowball catapults
- Sleigh Science – Strategic and logical thinking was tested in this team work sleigh packing maths challenge
- Sober St Nick – Students spoke with our Paramedic student ambassador to find out the long and short term effects of alcohol
- The Rudolf Report – the spotlight was on the students’ presentation and communication skills as they wrote a script and delivered a festive news report

Students said that the event would help their team working skills and provided them with subject specific information that would support their school studies. The event also helped students to think about their plans for the future.

8,495
NUMBER OF STUDENTS WHO WERE BENEFICIARIES OF WP&O ACTIVITIES IN 2014/15

72
NUMBER OF ACTIVITIES RUN

46
NUMBER OF LEAs WORKED WITH

345
NUMBER OF PARENTS/CARERS WHO ATTENDED ACTIVITIES

536
NUMBER OF TEACHERS/TEACHING ASSISTANTS WORKED WITH

I will definitely take what I have learnt and use it in school.

93%
OF STUDENTS SAID THAT THE EVENT HAD HELPED THEM WORK TOGETHER IN A TEAM WITH OTHER STUDENTS

Improved on my team working skills with the help of student ambassadors.

97%
OF STUDENTS SAID THAT DURING THE EVENT THEY HAD LEARNT ABOUT A VARIETY OF SUBJECTS

It helped me think about what I’m going to do when I’m older.
Section 1: Access

Year 7 and Year 8 Information Advice and Guidance (IAG) days

The Department ran the first Year 7 and Year 8 IAG days during 2014/15 which 280 students participated in. IAG days for students from Years 7 to Year 13 now form a central part of the programme delivered to Consortium schools.

The aim of the Year 7 day is to bring students onto campus and introduce them to life at university, the language used at university, what students study and the differences between school and university life. During the day students play a Careers Detective game where they have to locate specific information contained in the University prospectus. Students also go on a campus tour after which they take part in a campus quiz about the university. They produce a poster working in small groups which they present as a group to other students showing what they have learnt during the day.

Students said that the IAG days informed them about University and what it is like to study there. Over 90 per cent of students said that the event would help them to think about going to university in the future:

- Showing us what university life is like is helpful because it gets us ready for the future.

  Year 7 student

- I liked learning what a lecture theatre is because I didn’t know what the lessons were like at university.

  Year 7 student

The Year 8 IAG days also give students the opportunity to come onto campus where they have a general introduction to higher education with a myth busting session and are introduced to some of the clubs and societies that the University has to offer and take part in an interactive session with current students.

- Today was very fun and gave me a better understanding of University.

  Year 8 student

- The clubs and societies session said to me that I could join one that I enjoyed.

  Year 8 student

- I had the opportunity to see what uni is really like.

  Year 8 student

98% OF STUDENTS AGREED OR STRONGLY AGREED THAT THE YEAR 7 IAG DAY HELPED THEM UNDERSTAND WHAT UNIVERSITY IS

91% OF STUDENTS AGREED OR STRONGLY AGREED THAT THE YEAR 7 IAG DAY HAD HELPED THEM TO THINK ABOUT GOING TO UNIVERSITY

97% OF STUDENTS AGREED OR STRONGLY AGREED THAT THE YEAR 7 IAG DAY HAD HELPED THEM TO THINK ABOUT GOING TO UNIVERSITY

94% OF STUDENTS AGREED OR STRONGLY AGREED THAT THE YEAR 8 IAG Day HAD HELPED THEM TO UNDERSTAND THE BENEFITS OF JOINING CLUBS AND SOCIETIES AT UNIVERSITY

91% OF STUDENTS AGREED OR STRONGLY AGREED THAT AFTER THE YEAR 8 IAG DAY THEY FELT MORE CONFIDENT THAT THEY COULD STUDY AT UNIVERSITY IN THE FUTURE
Surrey Skills Fair
Surrey Skills Fair is an annual event and was held on 5 and 6 February 2015 for Year 9 students. This is the largest single event that the Department holds each year and this was the largest held to date.

The day gives Year 9 students the opportunity to find out about a range of industries, career options and courses available to study in further and higher education. Exhibitors included fifteen local Further Education colleges and a wide range of exhibitors including the Royal Navy, McLaren Racing, IBM, Virgin Media, Wood Group Kenny and BAM Construction. Throughout both days of the Skills Fair careers sessions were delivered to school groups by two professional careers advisors and these were well received by staff and students.

Students told us that the day had helped them with choosing their options and given them information about the courses available at college and university:

Has given me an insight as to the types of courses available to me in university and college.

Without this today I wouldn’t have had a clue of what I wanted to do and now I do

93% OF STUDENTS SAID THAT THE SKILLS FAIR HAD HELPED THEM TO UNDERSTAND MORE ABOUT THE VARIETY OF COURSES OFFERED AT UNIVERSITY

70% OF STUDENTS SAID THAT WHAT THEY HAD LEARNT DURING THE SKILLS FAIR WOULD HELP THEM TO MAKE THEIR GCSE SUBJECT CHOICES

Teachers also provided feedback saying how informative the day had been and would help students in planning their future study:

Well organised day that got the students thinking beyond school and their next steps.

Really good event. It is my third time here and the event is getting better every year.

88% OF TEACHERS AGREED OR STRONGLY AGREED THAT THE SKILLS FAIR WOULD HELP THEM TO PROVIDE CAREER INFORMATION TO STUDENTS

87% OF TEACHERS AGREED OR STRONGLY AGREED THAT THE SKILLS FAIR HAD HELPED THEIR UNDERSTANDING OF POTENTIAL CAREER PATHWAYS POST GCSE
Year 10 Law Taster days
Law Taster days offer Year 10 students the opportunity to experience a day in the life of a Law student. Students take part in a sample university lecture and tutorial studying some aspect of Contract Law and then apply what they have learnt to solve practical problems.

With the support of staff and students in the School of Law, students will complete a group task related to Contract Law to develop their research skills and work with students from other schools to develop their group working skills. Students are given the opportunity to peer assess each other and at the end of the day feedback is given on their performance. During the day students will get the opportunity to explore the campus for themselves.

Students said that the event provided them with information about Law courses available at university and about various aspects of university life and what they can expect at university.

90% OF STUDENTS AGREED OR STRONGLY AGREED THAT THE TASTER DAYS HAD GIVEN THEM INFORMATION ABOUT LAW COURSES AVAILABLE AT UNIVERSITY

223 STUDENTS TOOK PART IN LAW TASTER DAYS

92% AGREED OR STRONGLY AGREED THAT WHAT THEY HAD LEARNT DURING THE EVENT HAD HELPED THEIR UNDERSTANDING OF LAW

97% OF STUDENTS AGREED OR STRONGLY AGREED THAT THE EVENT HAD HELPED THEM UNDERSTAND PROGRESSION ROUTES TO STUDYING DRAMA

97% OF STUDENTS AGREED OR STRONGLY AGREED THAT THE EVENT HAD INCREASED THEIR KNOWLEDGE OF THE VARIETY OF DRAMA COURSES AVAILABLE AT UNIVERSITY

Drama event with Bishop David Brown School
In March, a new event was delivered by Guildford School of Acting (GSA) in one of our Consortium schools. Thirty students in Years 9 and 10 took part in the event which introduced them to a range of performance skills and an understanding of the wide range of opportunities available in higher education.

Students took part in warm-up games to understand the importance of getting their bodies ready for performance and then took part in two workshops on Stage Combat and Physical Theatre, looking at character improvisation, including some basic script work and analysis of text.

The day aimed to increase students’ knowledge of the variety of drama courses available at university, increase their self-confidence and understanding of progression routes to drama and the subjects they need to study to get to university.

Students said that they developed a better understanding of drama as a subject, the types of courses available and progression routes into the subject.

I thought today was fun. I have learnt new ideas, and what drama is.

Physical activities were really engaging and interesting.
Section 1: Access

**Year 8 Week**

Between 20 - 24 April 2015 the WP&O welcomed 153 Year 8 students onto campus for a week of activities. This is the second year that the event has run and students attended from eleven Consortium schools across Surrey.

Activities included a Combat Theatre session run by staff in the Guildford School of Acting (GSA), an Engineering session delivered by BAM Construction, Creative Writing, Law and Drama workshops and a Chemistry class run by undergraduate students at the University. Students visited Surrey Sports Park where they took part in a range of activities and learnt about the role of nutrition in sport. At the end of the week students were encouraged to reflect on their own experience and create a memory book.

On the final day over 170 parents came onto campus for a graduation ceremony to celebrate the students' hard work and achievements during the week and were presented with certificates by the Pro Vice Chancellor (Learning & Teaching), Andrea Dlaska. Parents were also given the opportunity to go on a campus tour and provided with information about higher education.

Feedback from many parents told us how informative the week had been for their child and that it had increased their self-confidence:

- Given him far more confidence and he is now considering going to university.
- Opened his eyes to what he could achieve if he works hard and sets his mind on what he wants to do.

Students told us that the week had opened their eyes to the opportunities available to them at university and increased their self-confidence:

- Now realise that I have the potential to go to university when I'm older as long as I carry on working hard.
- Increased both my motivation and confidence and encouraged me to work to my full potential.

Teachers who attended the week told us how much their students had benefited from the event:

- Our students absolutely loved the experience and got so much out of the week.

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91% of students agreed or strongly agreed that the week helped them to think about going to university in the future.

96% of parents said they thought that the week had helped to support their child make informed decisions about their future education.
Section 1: Access

During the week of 22 - 26 June, the WP&O Department welcomed 62 Year 10 students from four local Surrey Consortium Schools onto campus for a week of activities.

‘Catastrophe on Campus’ was the first Year 10 week of its kind where students were involved in a response and recovery exercise following a simulated chemical incident. Students contributed to the successful management of the disaster and were given the opportunity to gain a wide range of experience of different roles in Chemistry, Law, Health Care, Journalism and Media and Environmental Strategy.

A key focus of the week was on developing students’ critical thinking, teamwork and decision making skills, together with communication, leadership and presentation skills and providing them with information about university.

Students told us that they had enjoyed the Year 10 week and it had given them an opportunity to experience university life and develop transferable skills that would help them in the future. Students said that working together with those from other schools had increased their self-confidence:

I have really enjoyed working with others because it has made me more confident.

I thought the week was really good, communication skills and teamwork was brilliant.

96% of students agreed or strongly agreed that after the event they had a better understanding of the academic opportunities at university

95% of students agreed or strongly agreed that after the week they felt more confident working in a team with others

86% of students agreed or strongly agreed that after the week they felt more confident to make decisions about their future education
Year 12 & 13 higher education progression day

Thirteen students in Years 12 and 13 at King’s College school attended a Higher Education Information, Advice and Guidance Day in November 2014.

Aims of the day are to give students information about the opportunities available in higher education, the application process and provide them with knowledge about student finance and the academic, financial and pastoral support available at university. In providing this information we hope to increase students’ confidence that higher education is an option for them and instil confidence in their ability to make the transition to higher education.

During the day students learnt how to research university choices and explore the range of degree programmes available. Students were then guided through the UCAS application process, including how to write an effective Personal Statement. After a tour of the campus, students were provided with information about student finance and the day concluded with a ‘hot seating’ question and answer session with our student ambassadors.

Students’ feedback on the day demonstrated that they had gained a greater understanding about what a university education offers, the courses available and how to make an application:

- Really helped me understand about university a lot more.
- I really enjoyed my day here and I found it very helpful.

100% agreed or strongly agreed that the Year 12 IAG Day had helped them understand how to make an application to study at university.

100% agreed or strongly agreed that the Year 12 IAG Day had helped them understand the variety of courses offered at university.

100% agreed or strongly agreed that the Year 12 IAG Day had helped them understand the financial help that might be available to them.
Revision conferences

Revision Conferences are an important aspect of the WP&O strategy to raise the attainment of students. This year, 257 students attended the Revision Conferences in Law, Psychology and Biology. Sessions were delivered by examiners, academic staff and other qualified professionals. Student ambassadors supported the sessions and were available to answer students’ questions throughout the day.

Following the revision days, students said they felt more confident about their revision technique and had increased confidence that they could achieve a good result in their exams.

93%

OF STUDENTS AGREED OR STRONGLY AGREED THAT AFTER THE REVISION CONFERENCE THEY FELT BETTER PREPARED FOR THEIR EXAMS

82%

OF STUDENTS AGREED OR STRONGLY AGREED THAT THEY FELT MORE CONFIDENT THEY COULD ACHIEVE THEIR TARGET GRADE IN THEIR SUBJECT

Young Persons’ University 2015

The WP&O Department held two separate, four day, residential summer school programmes, Young Persons’ University (YPU), for Year 12 widening participation students during June and July 2015.

240 STUDENTS ATTENDED

25 ACADEMIC STAFF DELIVERED SESSIONS

36 STUDENT AMBASSADORS SUPPORTED THE EVENT

Summer schools give students the opportunity:

» Experience a four day residential programme
» Attend lectures, seminars and tutorials delivered by academic staff
» Take part in theoretical and practical work
» Develop subject specific knowledge
» Prepare for making an application to university
» Develop transferable skills in team working, communication, presentation and research skills
» Find out about university life from current students

This year’s Young Persons’ University included:

| One Health | Biomedical Science, Sports and Nutritional Sciences and Veterinary Science |
| Health Sciences | Nursing and Midwifery, Operating Department Practice and Paramedic Practice |
| The Business World | Business and Law |
| Languages | French and Spanish |
| Engineering & Physical Sciences | Engineering and Physical Sciences (Physics, Maths and Computing) |

Feel more confident about where I am with my revision. Helped me understand what I need to improve on.

AQA AS Psychology

Made it seem less daunting by breaking it down into different areas.

AQA A2 Biology

Great experience! I learnt a lot about what it takes to do a law degree.

Law student

Brilliant week which reinforced my desire to study midwifery.

Health sciences student

Experience has made me identify my interest in civil and aerospace engineering.

Engineering student

Brilliant week which reinforced my desire to study midwifery.

Health sciences student

Useful insight to uni life and about subjects I would like to study.

Languages student
Access to Higher Education Mature Learners’ Event
A total of 30 students attended the first Access to Higher Education Mature Learners’ Event in October 2014. The event was aimed specifically at mature students studying Access to Higher Education courses at college to give them an insight into life as a mature learner at university and support in applying to university.

Sessions were delivered on the application process, student finance and support, and study skills session. Students also had the opportunity to find out about what university is like from a current student ambassador and have a campus tour.

Feedback from the event was overwhelmingly positive and students commented on how ‘informative’ the day had been and how the day had increased their confidence in making an application to university.

Professional Training event – Surrey Virtual School
Surrey Virtual School has responsibility for raising the educational standards of Surrey’s children in care. This professional training event was run as a pilot for staff working in the Virtual School to provide information about the outreach work of the WPkO Department. Aims of the day were also to provide information about the university application process and personal statement writing. Attendees also had the chance to find out about the academic and social support provided at university by Student Services, including financial and legal support.

There was great enthusiasm for the event amongst Virtual School staff who felt the information filled a gap in their knowledge about the application process and support available at university. Due to the event’s success in meeting the outcomes, next year it will be extended and offered to social workers and other care professionals working with care leavers in Surrey. In addition to running this event again, it is planned to run an IAG event entirely for care leavers with a focus on transferable skills.

Those who attended the event said that it had provided information about a variety of routes in higher education and the support that is available to students at university. They also said they felt confident to support students in their pathways to higher education.

93% OF STUDENTS SAID THAT THE EVENT HAD INCREASED THEIR UNDERSTANDING OF THE OPPORTUNITIES AVAILABLE TO THEM AT UNIVERSITY

89% OF STUDENTS SAID THAT THE EVENT HAD INCREASED THEIR CONFIDENCE IN MAKING AN APPLICATION TO STUDY AT UNIVERSITY

100% OF ATTENDEES AGREED OR STRONGLY AGREED THAT AFTER THE EVENT THEY UNDERSTOOD THE VARIETY OF ROUTES INTO HIGHER EDUCATION

100% OF ATTENDEES AGREED OR STRONGLY AGREED THAT AFTER THE EVENT THEY UNDERSTOOD THE ACADEMIC SUPPORT AVAILABLE TO STUDENTS

80% OF STUDENTS AGREED OR STRONGLY AGREED THAT THE EVENT HAD HELPED THEIR UNDERSTANDING OF COMPUTER CODING

85% OF STUDENTS AGREED OR STRONGLY AGREED THAT WHAT THEY HAD LEARNT DURING THE EVENT WOULD HELP THEIR STUDIES AT SCHOOL

Coding Hub Activity
A Coding Hub programming activity was developed for students who were interested in taking up some additional coding in an after school activity. The programme supports the work students are covering at school on the computing curriculum and introduces them to Python, one of many coding programmes that enabled students to do complex mathematical calculations, handle scientific data and develop games.

Students in Years 8 to 11 attended the activity on the University campus and a number of further events were held at Woking High School for students. Feedback from students said that the event had helped their understanding of computing coding and that it would support them with their Computer studies.

Educational and gave me more knowledge of computing.

Taught me new things you could do with python.

Teachers’ Professional Development Event in Computing
In September 2014, the Department ran a Professional Development event in Computing for teachers across Surrey. Twenty two teachers attended the event which aimed to support the transition from ICT to the new Computing curriculum which has been introduced into schools and follows on from two previous professional development events in Digital Literacy and New Computing.

A Computing at Schools Master Teacher and Head of Computing at a Consortium school led the event which covered computer thinking, algorithms and flow charting. A key focus of the event was on the use of algorithms in the classroom and identifying the strands of computational thinking which form the basis of the new KS3 curriculum. Practical activities focussed on innovative ways to deliver the concepts of algorithms and coding in the classroom without access to a computer.

A further professional development was piloted for teachers on Computer Coding to support the Computing curriculum. The event was held over two consecutive days in June, including a Saturday. Teachers had the opportunity to experience coding using one of a number of programmes (Python, C or C++).

Aims of the day were to give teachers the opportunity to learn about current developments in their subject area, provide an opportunity to network with teachers and find out about good practice taking place in other schools and colleges.

Teachers told us that the day increased their programming skills and helped improve their confidence in their subject area, together with providing an opportunity to speak to other teachers.

Educational and gave me more knowledge of computing.

Taught me new things you could do with python.
**IN2SURREY – MINIMISING BARRIERS TO HIGHER EDUCATION**

In2Surrey is a Compact scheme for students which forms part of the widening participation strategy at Surrey. It offers students who meet certain eligibility criteria the opportunity to receive a modified offer for the programme for which they have applied. While the scheme does not guarantee a place at the University of Surrey, it gives fair consideration to eligible students who have the potential to succeed at the University but have special circumstances that mean they may find it difficult to achieve the standard offer for the programme.

Students who are successful in their application to In2Surrey and completion of the Learning Module will receive:

- A modified offer, typically a reduction of up to one A-level grade or BTEC (QCF Level 3) Extended Diploma grade
- Entitlement to a financial award, subject to specific criteria
- A modified offer, typically a reduction of up to one A-level grade or BTEC (QCF Level 3) Extended Diploma grade

Students who apply to the In2Surrey scheme are required to be studying at a state funded school or college and meet a minimum of two of the following criteria:

- From a household where the main wage earner is in a non-professional occupation (NS-SEC groups 4-7)
- From families with no parental history of higher education participation
- In receipt of free school meals and/or 16-19 Bursary
- Have a declared disability
- In receipt of free school meals and/or 16-19 Bursary
- A Young Carer
- Be a Local Authority Care Leaver
- Part of the Traveller community
- Can show significant disruption to their education

During 2014/15 a total of 51 students applied for the In2Surrey programme and 51 per cent of those who applied have passed the additional learning module and been offered a place at Surrey for 2015/16 entry.

**CASE STUDIES FROM IN2SURREY STUDENTS**

### Charley Douglas
**Biochemistry BSc**

For me, applying to university was a very nerve-wracking process. When my grades suffered due to my health I was worried that universities would only look at my current grades rather than taking into account the circumstances under which I achieved the grades. To find out that there was a scheme that would acknowledge this, made me feel much more secure in applying.

I found out about the In2Surrey scheme when I contacted the University directly to ask about their disability support. When I was applying to university I was unable to attend my college due to my health, so instead I taught myself at home for half of my A5 year and all of my A2 year. This meant that I had little access to advice and support whilst filling out my UCAS form. I was then given information about applying through the In2Surrey Scheme as well as information about the Additional Learning Support (ALS) department and how they could assist me should I choose to apply to the University of Surrey.

For me, getting a reduced offer took a little of the pressure off while sitting my A levels. It also made me more confident about the prospect of going to university as I felt that the university had assessed me and, despite my circumstances, still decided I was worthy of a place on the course.

I am still completely undecided about what I want to do in the future. Whilst I love my degree, I have also really enjoyed working as a student ambassador within the Widening Participation department and this is something I am now considering doing once I have graduated. I also have been part of the student radio station and this is also something I would love to keep doing. In short, I am just enjoying my time in University and will just see what happens.

### Zara Ampong-Appiah
**Psychology BSc**

I chose to study at the University of Surrey not only for its academic excellence, but also for the welcoming spirit of the campus. There is so much support here in various help centres such as Student Personal Learning and Support Hub (SPLASH) and the Wellbeing Centre; this assured me that a lot of people were available to help me achieve my aims.

The In2Surrey Scheme is another form of support offered by the University of Surrey which I was informed could assist me in my entry to the University in terms of my grades, contact within the University and a potential bursary. Many changes took place in my A-Level years and I was worried how much the disruption was affecting my attainment. The In2Surrey Scheme was a good way of the University acknowledging my circumstances. I felt as if they really took the time to look at my specific circumstances in detail before making any decisions. By completing the requirements of the In2Surrey Scheme, I knew I would still be offered a place if I ended up a grade short of the requirements and this gave me a lot more confidence when preparing for my exams.

Getting into the University of Surrey encouraged me to become a student ambassador and also give back to other prospective students the welcoming environment that I received when I attended an Open Day. Alongside being a student ambassador for the Widening Participation and Outreach team, becoming a part of Enactus Surrey has been the highlight of my student journey; it opened up opportunities to meet others with the same interests. I am currently working towards becoming a Clinical Psychologist, and I hope to stay on at the University of Surrey to complete my Master’s degree.
Section 1: Access

HEAT

The Higher Education Funding Council for England’s (HEFCE) National Strategy (2014) highlights the importance of longitudinal tracking of students to explore the impact of widening participation outreach activities. From the perspective of the Surrey Schools Consortium the longitudinal tracking of students engaged in its activities will provide important data on the impact of the WP&O Programme.

Year 7 students who attended activities in 2014/15 will make up the sample cohort of students whose progression and attainment will be tracked. Predicted grades at GCSE through to actual grades will be analysed. Schools currently collect parental consent for students’ participation in activities on our behalf in addition to demographic data on students.

Quantitative methods will enable the tracking of student attainment facilitated by the use of the Access to Higher Education Access Tracker (HEAT) as well as data from the Consortium schools. Qualitative methods, including focus groups, individual interviews and case studies with students and parents/carers will evaluate the impact of WP&O activities on students’ aspirations and attainment.

Brightside is an award-winning social mobility charity with over ten years’ experience in mentoring and currently work in partnership with over 30 universities across the UK to support young people in education or employment. The online mentoring platform provides a safe and flexible way for mentees and mentors to communicate with a moderated messaging system and accompanying resources which are tailored to the project. A Skills Tracker allows mentees to self-evaluate their personal development against a pre-defined set of project aims. The programme has a dedicated coordinator in the Department who manages the project, monitoring and sustaining engagement with it.

The programme aims to support the following students:

• 240 students who attended summer school programmes in June and July 2015, matching them with 48 trained and DBS-checked undergraduate mentors. The programme will run through to the beginning of November 2015

• Approximately 50 undergraduate students who applied through the In2Surrey Compact scheme will be supported by 50 undergraduate mentors by subject area where possible. The programme will run from January to May 2016 and provide a programme of study skills support to ensure that they are prepared for university-level study and are able to ask questions about the University and student life

The longitudinal tracking of students engaged in its activities will provide important data on the impact of the WP&O Programme.

Brightside E-Mentoring

The online mentoring platform provides a safe and flexible way for mentees and mentors to communicate with a moderated messaging system.
Section 2: Progression and success

MATURE LEARNERS’ PRE-ENTRY DAY

In collaboration with SPLASH, the Department ran another successful Mature Learner Pre-Entry Day in September 2014. A total of 48 students attended the event from across Surrey, Hampshire, Essex, Kent, Sussex, London and Berkshire.

The event aims to provide students with information about the University, how to apply to university and make an application for student finance and information about the financial support available. Students had a guided session of the University library and had the opportunity to go on a campus tour and hear from current mature students about their higher education experience.

Feedback following the event demonstrated that students found the day had helped allay students’ anxieties about the transition to university and given them a better understanding of the financial support available to them.

98%

OF STUDENTS SAID THAT THEY UNDERSTOOD THE FINANCIAL HELP THAT MIGHT BE AVAILABLE TO THEM

91%

OF STUDENTS SAID THEY FELT MORE CONFIDENT TO MAKE THE TRANSITION TO UNIVERSITY

SPRINT PROGRAMME

Sprint is a personal development programme designed specifically to address the study and career issues faced by female undergraduates and to help them develop their full potential. Sprint is designed for undergraduates of all ages, from all backgrounds and stages in their lives and study, regardless of subject, department or career aspirations.

The programme was run as a pilot at the University in April and May 2015, supported by the Widening Participation and Outreach Department. A one day taster session was followed by two day workshops with a gap of three weeks in between.

For participants, the results depend on the objectives that each student sets for herself on the first workshop:

Study: Many undergraduate students focus on their studies at university, achieving results such as improved visibility, concentration and effectiveness in tutorials, better time management for revision and essay writing, less study stress, and improved confidence and self-esteem

Career: Many students use the Sprint Development Programme to sharpen their career goals, raise their aspirations and to take advantage of the work shadowing and coaching opportunities that can be offered by corporate sponsors

Personal: Other students look to achieve results in their personal lives, for example, working through difficult relationships, improving fitness and gaining a better (and healthier) study/life balance

The students who took part in the pilot told us that they felt the programme had helped develop their confidence and identify personal development aims.

I have more confidence to speak about myself in a positive way at interviews.

I am more confident in myself and my achievements.

Extremely helpful and has eased some of my anxiety of the first week.

Very informative and I feel more ready to start my university studying.

YPU PROGRESSION DATA 2013/14

Longitudinal tracking of the students who attended the Young Persons’ University (YPU) in 2013/14 has shown that:

53%

23 STUDENTS WHO ATTENDED THE YPU IN 2013/14 APPLIED AND RECEIVED OFFERS FROM THE UNIVERSITY OF SURREY

65%

15 STUDENTS WHO ATTENDED THE YPU IN 2013/14 MADE SURREY THEIR FIRM CHOICE

As part of its evaluation programme, the Department will continue to monitor and track the applications to Surrey and to other higher education institutions, from students who have attended this year’s summer schools.
AMBASSADOR TRAINING

On Saturday 29 November 2014, the Department of Widening Participation and Outreach held a training day for 41 newly appointed student ambassadors to prepare them for their role in supporting and contributing to events and activities throughout the coming year. The ambassadors came from a variety of different degree programmes across all faculties. Following an icebreaker activity, students were given an introduction to the work of widening participation and what the University does to help students who are under-represented in higher education. Students then took part in various sessions including: giving effective presentations, understanding group dynamics, managing difficult situations, running campus tours and what it means to be a good student ambassador.

On a more serious side, they had sessions on Child Protection and the legal aspects of working with children. The day was facilitated by members of the WP&O team and four more experienced ambassadors who talked about their own experience of being a student ambassador, also providing some useful hints and tips on how to manage children of all age groups.

The ambassadors said that the event would help in developing their employability skills and also their ability to contribute to the running of activities.

CASE STUDIES FROM STUDENT AMBASSDORS

Anne Attipoe
Civil Engineering, MEng

When I had spoken to previous ambassadors and seen them in action around the university campus with visiting schools I knew that I would instantly love this role! So, upon returning from my placement year in 2013 I applied and was successful. Having just graduated, I can genuinely say that this role has been one of the best things I’ve done at university.

As an ambassador I have had the chance to work with 11-18 year old school students as well as mature students. One of the aspects of this job that I have loved the most is that I have been able to exhibit my passion for STEM subjects by introducing and encouraging students to explore these areas. I have particularly enjoyed exposing the students to the various engineering disciplines which are often new concepts for a lot of school students.

Being an ambassador has positively shaped the last two years of my experience and future career to students makes events a lot more personal which I like. This has enabled the students to have a better understanding of what they can achieve and how much they have gained from the events and how much they have been inspired by them. They frequently leave events having a better understanding of what they can achieve and how they can do it.

The events range from the ages of 11-18 and have a variety of different learning objectives. This is what I love about being a student ambassador as it means we have to adapt to different situations all the time. In my opinion, this has been the best job I could have possibly imagined getting at university.

Pooja Rabheru
Paramedic Practice BSc

Being a Widening Participation student ambassador for the last two and a half years has allowed me to have a positive impact on those who are younger than me. The team have been amazing and have allowed me to contribute as much as I want. For example, they encourage ambassadors to facilitate events in order to increase their levels of confidence. I have loved facilitating events that engage students in healthcare/science related subjects, as it has allowed me to stay in touch with why I started my degree and encourage others to consider them as career options. I think this also makes the sessions more relatable as they can see that we have actually ‘made it’.

The team are so supportive of your studies and allow you to work as little or as often as you would like to. This was particularly a benefit for me as during placement blocks I struggled to work as frequently.

Not only do the ambassadors love working for the Widening Participation team, but the students enjoy the events put on for them. I often hear feedback from students about how much they have gained from the events and how much they have been inspired by them. They frequently leave events having a better understanding of what they can achieve and how they can do it.

The events range from the ages of 11-18 and have a variety of different learning objectives. This is what I love about being a student ambassador as it means we have to adapt to different situations all the time. In my opinion, this has been the best job I could have possibly imagined getting at university.
Section 3: Collaborative activity

AIMHIGHER LONDON SOUTH LTD

AimHigher London South Ltd (AHLS) works to ensure fair access to higher education for young people from non-traditional backgrounds. This is achieved by linking schools, colleges, universities and education providers to work effectively. AimHigher London South works in partnership with eleven universities, 28 schools and three further education colleges across London and the South East. The network is committed to collaboration and works together to:

- Provide impartial information, advice and guidance to learners from Year 8 – Year 13 (and is developing ways of working with primary to secondary transition Years 5 & 6)
- Share good practice at a local and regional level in order to determine what works well and what activities are effective
- Develop and apply evaluation and monitoring methods to illustrate long term impact

The University is part of the AimHigher London South Network; as a member of the partnership WP&O staff and student ambassadors commit to hosting and staffing events commissioned by AHLS and attend meetings with schools, FECs and HEIs to support collaborative initiatives. During this year the WP&O Department has hosted and contributed to five taster conferences for a number of age groups.

AimHigher London South works in partnership with eleven universities, 28 schools and three further education colleges across London and the South East.

NATIONAL NETWORKS FOR COLLABORATIVE OUTREACH

The University of Surrey is the lead institution for the Higher Education Outreach Network (HEON) which is a partnership of four institutions: Royal Holloway, University of the Creative Arts and Farnborough Technical College. The partnership is part of the national Network for Collaborative Outreach funded by HEFCE and 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 across the four institutions. A website is being developed which will host a wide range of information and resources for schools and colleges and provide a single portal for access to each partner’s offering.

The partnership 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.
Section 3: Collaborative activity

RESEARCH AND EVALUATION

Ongoing research and evaluation is at the core of everything that the WP&O Department does to ensure that activity outcomes are achieved and enable the continued development of the programme. Staff from the Department of Widening Participation and Outreach have attended external events and contributed to a number of discussions to ensure that the work we are involved with is informed by and informs the national agenda.

The Society for Research into Higher Education hosted a series of six seminars which aimed to broaden the scope of current work taking place at a national and institutional level assessing the longer term impact of widening participation activities. Seminars were grouped into six areas of current interest and drew on the growing body of academic research to inform and develop approaches to evaluation and impact assessment. The series drew on a range of methodological approaches through concrete examples related to the themes of each session. Sessions covered areas such as schooling and attainment in relation to admission to higher education, employability and graduate destinations and learning, teaching and curriculum in higher education.

Following on from the interest and success of the seminar series, a network group for staff evaluating and researching the impact of widening participation activities in the UK has been launched, (NERUPI), with contact through a dedicated email group. The network is a forum for WP evaluators and researchers to collaborate, discuss practice and consider issues of methodology with others working in the field.

Through this network institutional differences in widening participation provision and processes for monitoring and evaluation can be explored, together with ways of ensuring qualitative and quantitative data is more robust and finding ways to embed research into practice.

The University of Surrey will draw on this network and other sources of research and information to ensure we continue to develop our practice, whilst at the same time disseminating and sharing the research and evaluation with which we are engaged in.
Conclusion

This has been the second year of our partnership and collaboration with the Surrey Schools Consortium. It has been a busy and successful year where we saw a significant increase in the numbers of events and activities run by the Department and an increase in the number of students attending events. We have engaged with more Consortium schools and also an increasing number of parents and carers. We are grateful for all the help, advice and support from schools, teachers and colleagues both within the University and externally, who have contributed to all of the events and activities that we have held.

The Advisory Group continue to be instrumental in providing support and guidance with the development of new activities, ongoing student data collection and targeting of those students who will benefit most from attending our activities. The Ash Manor School, who are a member of the Advisory group, has brought students to a number of activities.

Rob Milner, Deputy Head Teacher, commented on the Introduction to Higher Education Year 8 week, saying:

“Our Year 8s who were over at the University last week had a great week. It was great to hear from our staff how some of our true WP students felt so engaged and positive. Thank you for all the work that you and your team continue to do. The sustainability of the partnership is fantastic and myself and my colleagues (and students) love working with you and Surrey.”

In the coming year we hope that many more schools and their students will participate in and benefit from the work that we do.