



Access to Excellence

WADHAM COLLEGE
UNIVERSITY OF OXFORD

Impact Report

JUNE 2018

Foreword from the Warden	4
The Policy Environment	5
Access and the University of Oxford	6
Wadham College and Access to Excellence	7
Wadham's Link Regions and Summary of Activity	8
Access events and activities	8
Schools involved	10
Wadham's Access Events by Age	10
Pre-16 Activity	10
Year 9 and 10 Aspiration Days (Inbound Visits)	10
Access Roadshow	12
Luton Project	13
Post-16 Activity	14
Day Events for Sixth Form Pupils (Inbound and Outbound Visits)	14
Academic Summer Schools	15
Collaborative Activities	16
Wadham College Access Centre	17
Conclusion and Thanks	18
Appendix A: Targeting and Evaluation	19
Evaluating our Impact	19

This report is produced in collaboration with the Bridge Group to provide an overview of Wadham College's access activities and a summary of outcomes during 2016/2017.

Epigraph

“Wadham was the College in my link region and I participated in the UNIQ Summer School for Law. We had a mock tutorial and everything – it made me think ‘yeah, I can do this.’ Being able to visit Oxford and visit Wadham was the only reason I applied. It made Oxford less scary and gave me confidence to apply. Now the Access Officer for the Students’ Union, I represent access issues within the student body and help train student ambassadors.”

Amy Howlett (Law, 2016), SU Access Officer

“Everyone should have the opportunity to go as far as their talents will take them, no matter what their background. It is clear that outreach work plays a vital role – summer schools and visits like those on offer at Wadham College will help to ensure higher education is truly open to everyone”

Former Minister of State for Universities, the Rt Hon Jo Johnson, speaking at the Wadham College Access Event at the House of Lords.

‘Today was a good opportunity for me to learn more about university and how it works. I also got the opinion of students which helped me to understand how the students find it which made it even better for me to understand. The overall experience was fantastic, especially the taster class session. The student tour was informative, and it increased my confidence about attending and being supported at a collegiate university, and indeed any other university.’

Year 9 Pupil

“Education has a key role to play in redressing inequality...Wadham’s innovative scheme in Luton is to be commended for providing support for students from all backgrounds, and is part of a University-wide effort to create systemic change within the sector”

Professor Louise Richardson, Vice-Chancellor, University of Oxford

“After visits to Wadham there are a lot more students who want to go on to university. These are students that could easily get overlooked. They are so clever but they do not know how to go about going to university, choosing the right course and finding the place that will suit them best. University could save some children and this is such a great opportunity for them.”

Assistant Dean for Year 10 at Lea Manor School, Luton



Wadham College 2017 access debate in the House of Lords with the Universities Minister, the Vice-Chancellor, Melvyn Bragg (History, 1958) and Warren East, (Engineering ,1980)

Foreword from the Warden

It is with great pride that I present to you the second annual report
on Wadham's access and outreach programme and its impact.
Much is new, and much also endures.

Wadham continues to be a national leader in the debate over fair access in higher education, and the College's work over the last year has continued to receive significant national recognition. Our access programmes were recently singled out as best practice by Sam Gyimah, the Minister for Universities, and our pre-16 Luton access project was highlighted in the chief annual Government report on access to higher education as one of the most innovative and effective programmes currently being undertaken anywhere in the UK.

Among the most significant new developments this year have been the appointments of Dr Hugh Munro and Dr Catherine Seed as our core access team. Both Hugh and Catherine have enormous experience in engaging young people – Hugh as a schoolteacher, and subsequently at The Brilliant Club, and Catherine as a lynchpin of science outreach at the University of Western Australia – and their arrival at the College has been truly transformative. The College's ambitious plan to build Oxford's first dedicated access facility as part of our new undergraduate centre is also a powerful symbol of our long-term commitment to supporting talented young people from less advantaged backgrounds gain access to an Oxford education.

We also continue to contribute to wider public understanding about how universities can help to mitigate

deep-rooted inequalities in the education system. The photograph at the top of this page comes from our 2017 event at the House of Lords (chaired by Wadham alumnus Melvyn Bragg (History, 1958), at which Jo Johnson (then Minister for Universities) spoke alongside the Vice-Chancellor of Oxford, Professor Louise Richardson, and Warren East CBE (Engineering, 1980), CEO of Rolls-Royce, on social mobility and access to higher education.

The College's access work depends on the generous financial backing of our alumni, which has already enabled us to expand our access programmes in ambitious and exciting ways. We continue to be committed to ensuring that all our access work is evaluated robustly, in order to ensure that our programmes have the greatest possible impact, and we shall be collaborating closely with the University of Oxford on our ambitious flagship Luton project (of which more below).

We are proud of our achievements so far, and there is much more to come. Wadham has a well-earned reputation as a pluralist, progressive, open institution, and we invite you to join us on the College's journey to become an international beacon for fair access.

Lord Macdonald of River Glaven Kt QC

The Policy Landscape

Wadham's efforts to widen access and support equal graduate outcomes for students do not operate in isolation; all of our outreach activity responds to the latest research and to the wider policy environment.

No child's future should be determined by the circumstances into which they are born; yet this link is stronger in the UK than in almost all other developed countries. This is bad for individuals, and bad for society. We know that countries with higher levels of equality also benefit from higher levels of health, happiness, cohesion, trust and prosperity. In the UK, access to higher levels of education gives individuals access to a broad range of professions, better health, and higher levels of happiness.

“Everyone should have the opportunity to go as far as their talents will take them, no matter what their background. It is clear that outreach work plays a vital role – summer schools and visits like those on offer at Wadham College will help to ensure higher education is truly open to everyone”

Former Minister of State for Universities, the Rt Hon Jo Johnson, speaking at the Wadham College Access Event at the House of Lords.

Combatting inequalities in educational outcomes is also essential to our economy. Current trends suggest that nine million low-skilled people are expected to be competing for four million jobs by 2022, and there will be a shortage of three million workers to fill fifteen million high-skilled jobs.

Attainment in school matters, and the socio-economic gap in UK school attainment is larger than either the ethnicity gap or the gender gap. In the last decade, half a million children were not school-ready by age five; they were disproportionately from disadvantaged backgrounds. Only a third of children eligible for free school meals attain 5 A*-C grades at GCSE, compared with almost two thirds (61.2%) of other children. This vast attainment gap impacts on progression into post-16 education.

However, attainment is not the whole picture. Even after controlling for GCSE attainment, pupils from lower

socio-economic backgrounds are one third more likely to drop out of education at age sixteen and, even if they do progress, they are 30% less likely to choose the A-levels that are needed to study at a competitive university. Pupils from lower socio-economic backgrounds who attain the high grades required by the most competitive institutions are still 7% less likely to secure a place, compared to their more affluent peers attaining the same grades.

Many pupils from lower socio-economic backgrounds achieve the right grades to access Wadham, and Oxbridge more generally, but nonetheless do not apply. The great majority of pupils who achieve three A-grades or better at A-level are educated in state schools; but very many such pupils do not even consider applying to top universities. This is due to a complex range of cultural and other factors. Some pupils have negative or discouraging perceptions of Oxford, and the application process can be perceived as off-puttingly complex. A recent survey found that 43% of state secondary school teachers would rarely or never advise their bright pupils to apply to Oxford or Cambridge (reference - Sutton Trust).

The ambition to achieve increased social mobility in the UK is receiving increased attention from all quarters, and the latest research is uncovering both the nature of the challenge, and potential solutions. Most recently, this includes the publishing of the Higher Education and Research Bill, the establishment of the Office for Students, and the significant work undertaken by the University of Oxford to promote access across the institution.

Finally, we know that getting into university, either for undergraduate or postgraduate degrees, is only part of the student journey. Graduate outcomes are being given increasing weight in debates and formal assessments concerned with quality and efficiency in higher education, and we are enhancing ways of helping students at the end of their undergraduate and graduate degrees, as they move on from Wadham into the professions.

“The subject of widening access to Oxford, and other elite educational institutions, has been very much on the national agenda...It is, I believe, the dominant issue in setting the University's reputation in public in this country.

Having visited the participants in many of these programmes this year, and met with the staff who run them, and having attended many events...focused on access, I have been deeply struck by the interest of our alumni, by the commitment of our staff, and by the impact of these programmes.

Professor Louise Richardson, Vice-Chancellor's Oration, October 2017

Access and the University of Oxford

The University of Oxford has a dedicated Widening Access and Participation team, responsible for coordinating and delivering Access and Outreach work with young people across the UK. The team is highly collaborative working with colleges and departments across the University whilst also maintaining and building key partnerships with external organisations. The team contributes to a variety of projects with differing scope and scale relating to access and admissions at the University of Oxford and the wider higher education context.

Oxford's aims are: to attract applications from all individuals with the potential to study at the University; to inform them fully; to admit the very best; to educate them in an intensive, world-class teaching system; and to support them while at Oxford and in their progression to graduate study or employment. The University undertakes a wide range of activities to inform, attract, and support the most able candidates from all socio-economic, cultural and geographical backgrounds. The University's outreach activity has become increasingly targeted at those groups that are under-represented in higher education in general, and the University of Oxford in particular. A number of departments within the University of Oxford also offer outreach activities for students and families.

The collegiate system at Oxford ensures that all regions and local authorities in England, Wales, and Northern

Ireland have a designated link college for access purposes. Wadham's designated link regions include a large area of East London and the Essex borders (Islington, Hackney, Tower Hamlets, Redbridge, Havering, Barking and Dagenham), as well as Cambridgeshire, Bedfordshire, Luton and Milton Keynes. Wadham is the main point of contact for Oxford access throughout these regions, each of which poses very different opportunities and challenges.

Wadham's outreach work is all planned, delivered and evaluated in close partnership with the University. The College assists with several programmes led by the central University (perhaps most notably the University's highly successful UNIQ summer schools), and supports colleagues from across the University by running events to support schools across the UK, for example Pathways, Target Oxbridge and Faculty outreach work.



"I come from a state school background and was the first from my school to go to Oxford. If I hadn't had the opportunity to come to Wadham through the access programmes, I would probably have gone to a university that felt safer and more common with my background. I now give the tours as a current Wadham student! The more access there is, the more the notion of Oxford will change; Wadham will no longer miss great applicants who felt Oxford wasn't a place for them."

Daniel Gunn (PPE, 2017)

Wadham College and Access to Excellence

At Wadham, it's not just about getting in; we are equally concerned to help our students thrive once they get here, and to support them as they begin their post-Wadham careers. Our aim is to provide meaningful support for disadvantaged students throughout their entire educational journey at Wadham, not least by opening up opportunities for the College's graduates to embark on further studies, regardless of their background.

Access is not new to Wadham. Under the leadership of the illustrious Warden Maurice Bowra (1938-1970), the College pioneered equality before the term "access" was invented, and Bowra encouraged hundreds of talented students from state schools to sit the entrance exam. This innovative approach paved the way for a consolidated and systematic programme reaching out to talented young applicants, wherever in the country they were, and the College has since developed one of the most advanced and well-resourced access operations in Oxford.

During the period from 2014-2017 state school students have made up just under 70% of the College's UK undergraduate intake; one of the highest proportions of state school intake within Oxford.

The College's comprehensive access strategy covers every step of the educational journey, from pre-16 schooling, through to University graduation and beyond. Responding to the research, we have a particular commitment to the development of sustained interventions with disadvantaged but high-achieving school pupils, and to developing collaborative models with trusted external partners such as IntoUniversity and the Bridge Group. High-level academic content features in all our outreach activity, to ensure that pupils are able to experience what is at the heart of students' experiences in College.

In partnership with the University, Wadham is building on its pioneering activities in developing distinctive new models to engage talented students regardless of their backgrounds. We base our approach on a comprehensive five-step access strategy to realise our vision to recruit the very best wherever they are to be found, and to nurture their talent during their time with us.

Undergraduate access to the College has naturally been the initial focus of our efforts, and this aspect of our work is the primary focus of this report. However, Wadham's commitment to equality of access does not stop at outreach and admissions; it is central to the College's wider ethos, and pervades College life at all levels.

One distinctive strategy. Five bold steps.

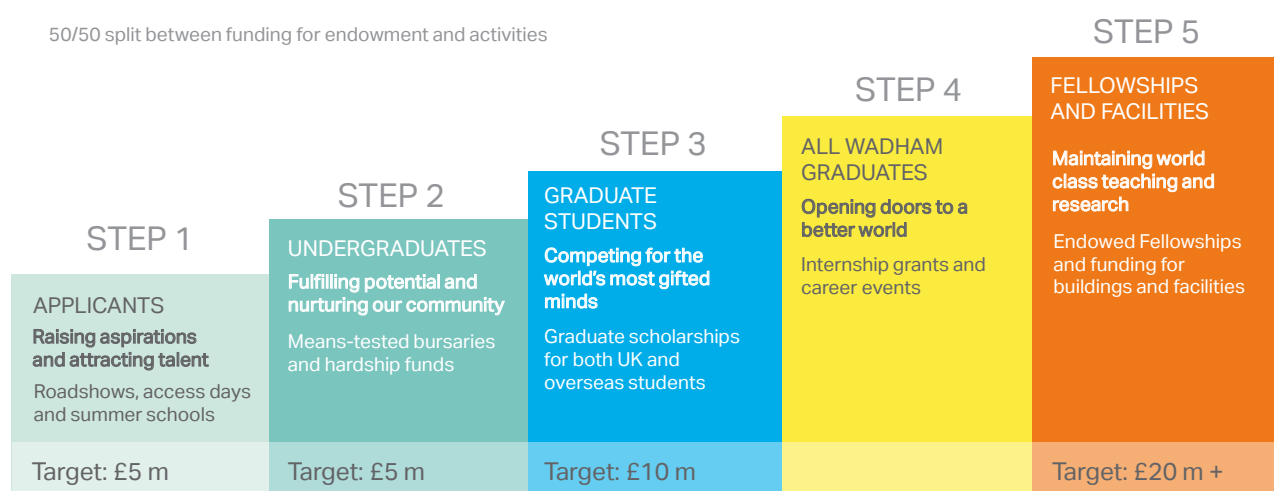
Our Access to Excellence programme aims to support young people from the moment they consider university, through their undergraduate and graduate studies, and as they go out into the world to make a positive impact on society.

Minimum target: £40 million by 2020
Raised to date: £33 million

50/50 split between funding for endowment and activities



**Access to
Excellence**
WADHAM COLLEGE



"Much of the Access and Outreach work currently undertaken by Oxford colleges has a narrow focus on Year 12 recruitment, but it is increasingly clear that for many talented young people this is simply too late. Sustained work with pre-GCSE pupils, with a strong academic focus, is crucial for enabling the brightest students to fulfil their potential and to make competitive applications to top universities."

Wadham College Tutor for Access, Peter Thonemann

Wadham's Link Regions and Summary of Activity

Access events and activities

In 2016/17, the College ran 156 access events (including partnered activities), involving 6,360 students. With respect to the number of events, this is a 20% increase compared to the previous year. The College reached 95 different schools with its direct access activities.

Over the last three years in particular, the College has dramatically expanded its access work, thanks to the generous support of the alumni community. This has included increasing the capacity of the dedicated Access team, whilst also engaging a greater number of College Fellows, Lecturers and students in the delivery of our activity. As a result of this, we are well on the way towards achieving our ambition to build strong relationships with all 200+ of our designated link schools and, in addition, to focus the most intensive activity on those students who will benefit most.

Wadham's access events fall into three groups: day-to-day events; larger, sustained projects; and collaborative activities with the University and other partners. We know from research that sustained contact with targeted groups of disadvantaged pupils is key to achieving maximum impact and the College balances this with breadth of provision across our link regions.



Schools involved

Of the schools involved with Wadham's access work in 2016/17, the majority reside in the College's link regions.

REGION	NUMBER OF SCHOOLS INVOLVED	TOTAL NUMBER OF STATE SCHOOLS	% OF STATE SCHOOLS INVOLVED WITH EVENTS
BARKING & DAGENHAM	9	18	50%
BEDFORDSHIRE	6	34	18%
CENTRAL BEDFORDSHIRE	10	41	24%
CAMBRIDGESHIRE	20	79	25%
HACKNEY	13	50	26%
HAVERING	17	25	68%
ISLINGTON	11	27	41%
LUTON	10	27	37%
MILTON KEYNES	9	29	31%
NEWHAM	14	38	37%
REDBRIDGE	15	41	37%
TOWER HAMLETS	15	48	31%
TOTAL	149	457	35%

These link regions encompass a wide range of socio-economic contexts and challenges. Balancing access work evenly between inner-city London boroughs and more rural environments is challenging, but it is important to ensure that relevant support and advice is provided to all schools and colleges that Wadham is engaged with. From a sample of 2,100 pupils who provided their data in 2016/17, 38% were identified as disadvantaged using the Index of Multiple Deprivation (IMD), 25% were in POLAR3 quintiles 1 and 2, and 33% were from ACORN 4 and 5 postcodes. The more rural areas of Bedfordshire and Cambridgeshire, along with London boroughs further away from the city centre like Havering, have fewer schools located in areas of high deprivation. They do, however, have their own access challenges - with Havering, for instance, having extremely low progression rates of students into higher education.



Wadham's Access Events by Age

In this section, we focus on each of our access programmes by the school year of the participants. An outline of our robust approaches to targeting and evaluation are available in Appendix A, and we work closely with The Bridge Group to understand the impact of our work.



The outline provided here is not exhaustive; it is intended to highlight a few key areas of work. Our evaluation of these programmes has thus far focussed primarily on pupils' response to the College's activities and their learning, since we have not yet evaluated the programmes for long enough to determine impact according to final educational outcomes. In addition to the events below, Wadham also runs a range of activity with third parties, including The Brilliant Club, IntoUniversity and Target Oxbridge.

Pre-16 Activity

We know from the research and our own evaluation evidence that engaging with pupils post-16 is often too late: young people have already made important decisions and aspirations are often already shaped. The College's commitment in this area recognises that we have an important role to play in supporting and

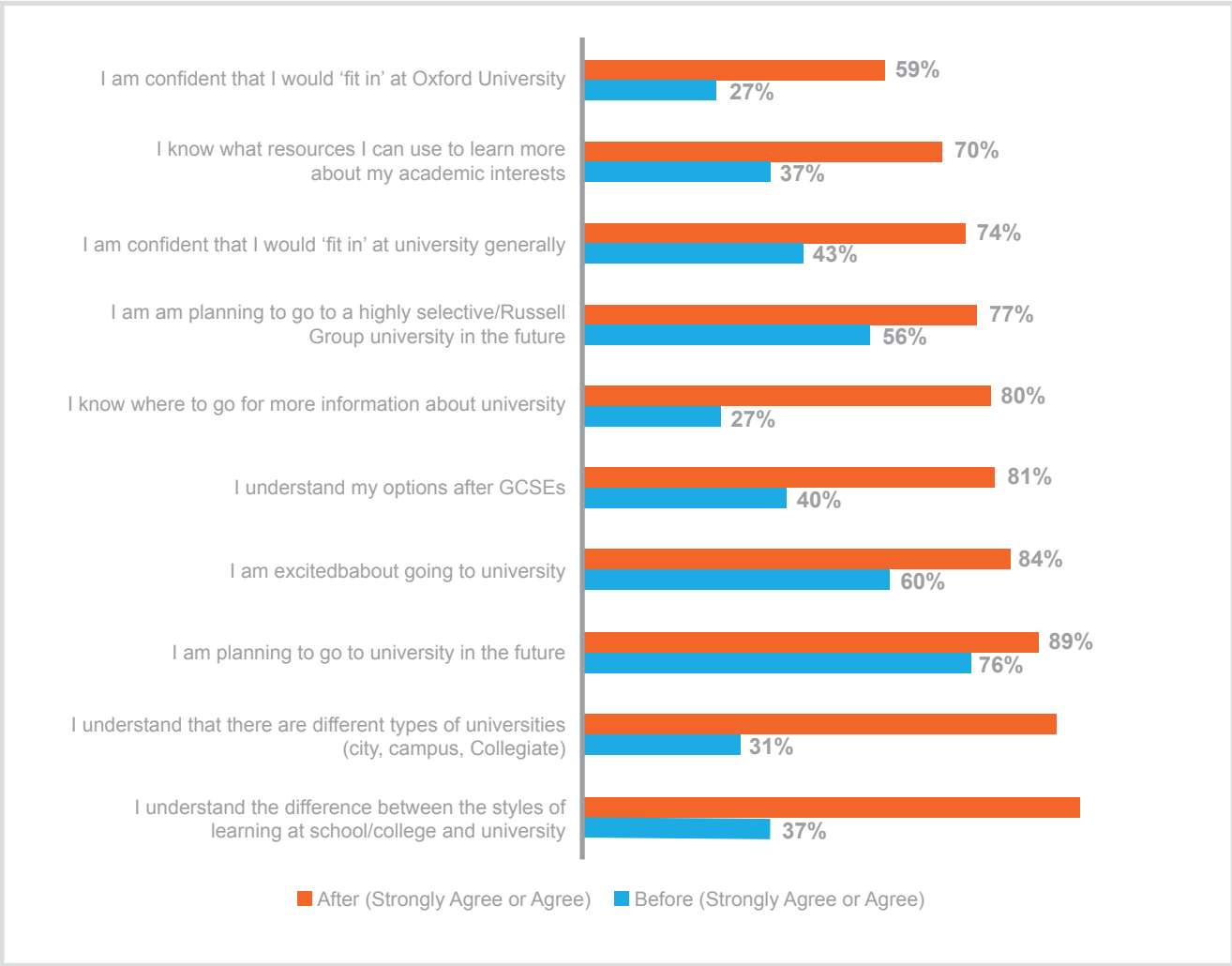
encouraging disadvantaged pupils to apply to Wadham, but also a wider responsibility to promote the benefits of higher education more generally.

Year 9 and 10 Aspiration Days (Inbound Visits)

Recognising the importance of engaging pupils early in their educational careers, in addition to visits for Year 12 students, the College also ran 30 Aspiration Days in 2016/17 focussing on Year 9 and 10 pupils (aged 13-15), involving 762 students from 56 different schools. The events took on a similar form to the day events for sixth formers with participants attending a higher education information talk from a member of the Access team, an academic taster session, and having the opportunity to meet undergraduate students. They also visited one of the University's inspiring museums at the end of the trip.

The aggregate feedback data are shown below. Before taking part in the event, a general concern from the students was that the University may not be for people 'like them' with only 27% agreeing or strongly agreeing that they would 'fit in' at Oxford. Following the event, 59% felt this way; understanding the perceptions underlying this data will be important for the College, to help develop activities that aim to further break down perceptions that pupils would not fit in at the University.

Aspiration Days will continue to form a central part of College inbound events and reflect the need to work with pupils from pre-16 year groups. In line with the recommendations from the report on Targeting and Evaluation (see Appendix A) evaluation of these events has been revised to include qualitative and quantitative aspects including teacher feedback and longitudinal tracking of pupils. This has involved defining clearer outcomes for Aspiration Days and revising the format and content accordingly.



Access Roadshow

The annual Access Roadshow involves visiting a number of secondary schools in one of the College's link regions. The event takes place over the course of a week and the aim is to talk to students about their options for higher education, and to raise their aspirations. The roadshow also helps to improve relationships with schools that historically have not engaged with the College.

In 2016/17, the Roadshow targeted pupils in Cambridgeshire, with the Access Assistant accompanied by three current Wadham students, who shared their insight into student life, and gave pupils a sense of what it is like to study at Oxford. Nine schools were visited during the week, with over 550 students from eleven schools attending sessions.

The number and age of students varied at each school, with teachers deciding which students would benefit most from the experience and information. The pre-16 sessions focused on Russell Group universities, courses on offer, the importance of A-level choices, career prospects and student life; the post-16 sessions went into more detail about the student experience as well as looking at the application process and personal statements.

Almost half of the students who attended sessions would be the first to attend higher education in their families, with 45% saying their parents/guardians had not attended university. 6% of respondents reported being in receipt of Free School Meals, while 20% of Year 12 students received discretionary payments from their school or college to prevent financial barriers to participation in higher education (administered through the 16-19 Bursary Fund).

In terms of general feedback on the sessions, 90% of students felt they subsequently understood the grades needed to get into a top university; one student reporting, 'It made the Russell universities seem less daunting' and another, 'It helped me understand more about universities and what grades I need'. 93% also understood the differences between the styles of learning at school/college and university, while 68% felt more motivated to do well in their school work, with one student commenting that 'The session was very well organised and definitely has pushed me to do better in my lessons.'



The Access Roadshow provides an excellent means of reaching schools that are unable, or have not taken advantage of inbound events at Wadham and the wider University. In the future, the Access Roadshow will target schools and regions identified as having low engagement with Wadham access work. The format of the Roadshow will also be reviewed to ensure it is maximising impact in line with the Targeting and Evaluation recommendations outlined in Appendix A.

“Education has a key role to play in redressing inequality...Wadham’s innovative scheme in Luton is to be commended for providing support for students from all backgrounds, and is part of a University-wide effort to create systemic change within the sector”

Professor Louise Richardson, Vice-Chancellor, University of Oxford

Luton Project

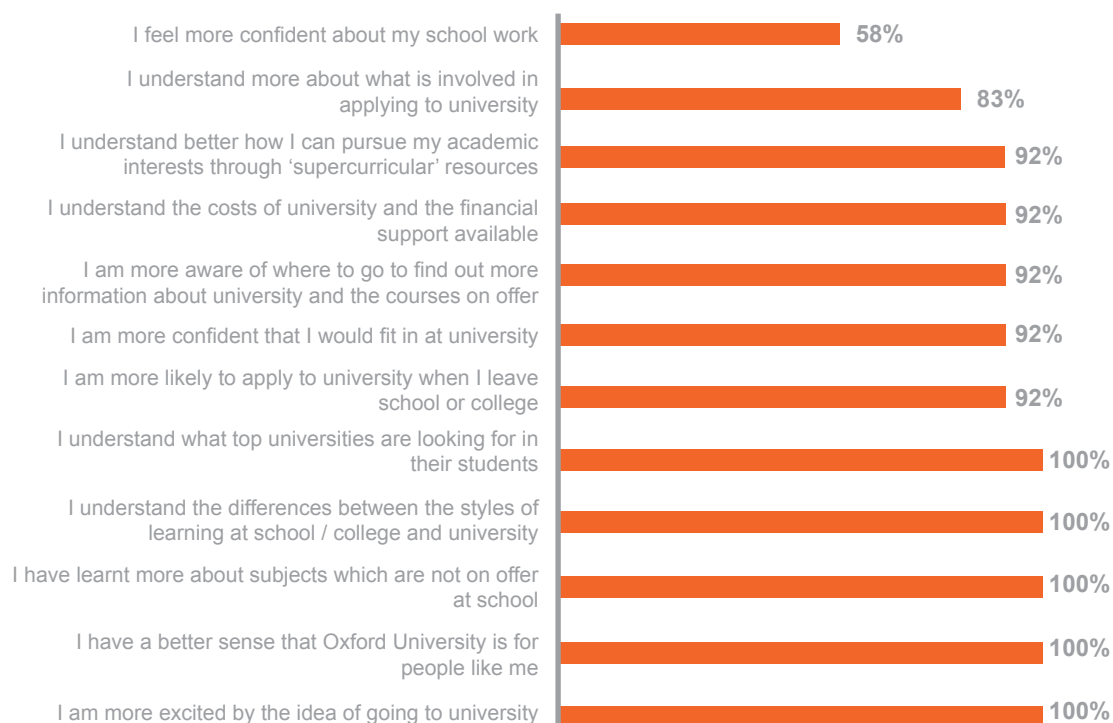
In consultation with the University, and in consideration of broader research, the College has continued to invest significantly in programmes that engage with pupils early, and over a sustained period. The Luton Project is our flagship pre-16 sustained programme, and we are currently on the brink of a dramatic threefold expansion of the programme for 2018/19. This project was inspired by a Year 12 sustained scheme that the College has been running at Newham Sixth Form College, Wad-HAM, for the past four years.

The programme is designed to raise the aspirations of Year 10 pupils in Luton (aged 14-15) and to encourage them to think about applying to a ‘top university’ in the future. Wadham provides sustained support to these students in order to ensure that they can put themselves in a strong position once they complete their GCSEs. The feedback below illustrates how Year 11 pupils feel as a result of having participated.

“I enjoyed taking part in The Luton Project as it helped me develop abilities that I had lacked before, such as standing at the front of classroom and presenting confidently. I was also able to meet very interesting people and make new friends, which also made the project very enjoyable.”

Pupil on the Luton Programme in Year 10

Year 11 Pupils on the Luton Project - Strongly Agree or Agree that as a result of participating...



Wadham is in the process of implementing a major expansion of its existing Luton Project, in collaboration with the University, as part of the shared commitment to raising attainment in schools at pre-GCSE levels. This will involve engaging more students, from more schools, across more years. The Luton Project has been expanded during 2017/18 by increasing the Year 10 intake to 50 pupils from more of the state schools in Luton. A sustained STEM programme will also be piloted with a group of Year 10 pupils with outcomes focussing on attainment as well as the aspiration objectives of current provision.

In 2018/19 Wadham will seek to engage pupils in aspiration based activity in Year 9 through a series of taster sessions from Oxford academics ending with a visit to the College. Attainment will be the focus in Year 10 with pupils taking part in linked seminars designed to develop university skills and boost school performance. In Year 11 pupils will receive targeted information, advice and guidance sessions to support with the transition to A-levels and university. The programme will end with a Wadham residential after the pupils have finished their GCSEs.

Twenty-four students from six Luton state schools began the programme in 2015. The students were selected according to academic criteria and 'widening participation' flags. Over the course of Year 10, the students attended eight academic taster sessions at Cardinal Newman School, Luton, focusing on topics that they were unlikely to have studied before at school. At a day-trip to Wadham in April 2017, each student gave a presentation based on a taster session of their choice. They then completed a summer project based on a Very Short Introduction book of their choice, presenting this to their peers and parents. During Year 11, they attended a variety of workshops including 'A-level choices' and 'Study Skills'. During the concluding two day residential pupils had opportunities to spend time with current Wadham undergraduates, attend a Computer Science academic taster session, enjoy formal lunch in Hall, visit University departments and explore the city.

The Luton Project, part of Wadham's Access to Excellence programme, would not be possible without the generous support of Wadham alumni. The project has continued, with 27 participants starting their second year of the programme as Year 11s and a new intake of 50 Year 10s starting in the autumn of 2017.

We work regionally, but our programmes are recognised nationally. Wadham's innovative programme in Luton was highlighted in a Government report from the Office of Fair Access, the independent public body that regulates fair access to higher education in England (now incorporated in the Office for Students). The OFFA report acknowledges the benefits of long term outreach work that is sustained, co-ordinated, and collaborative.

"It was an amazing opportunity...It's made a huge positive difference to my confidence and encouraged me to apply to Oxbridge and Russell Group Unis in the future. We also learnt about 'super-curricular' activities that I can do in my spare time to further my knowledge of these subjects that I am passionate about."

Aspirations Day Year 10 pupil

Post-16 Activity

Day Events for Sixth Form Pupils (Inbound and Outbound Visits)

Day-to-day events take place throughout the academic year; they are open to all of Wadham's link state schools. They consist of both inbound visits to the College and outbound visits to schools, and are designed to encourage students who may already be thinking about applying to university to consider Russell Group institutions, along with Oxford University and Wadham College. During inbound Access Day visits, Year 12 students (aged 16-17) have an Information, Advice, and Guidance talk, and go to an academic taster session run by Wadham tutors and graduate students – titles of sessions have included: 'History from Coins' or 'Basic brain surgery: It's not rocket science!' The students then have the opportunity to meet current Wadham undergraduates who also lead small group tours of the College before visiting one of the University's departments.

Post-16 work will remain a core element of Wadham's access and outreach work. For inbound visits the focus will be on raising aspirations amongst pupils to apply to Russell Group universities including Oxford and timely support to help them with applications. Access Days will also be more targeted around particular A-level subjects to maximise outcomes for students attending.

Outbound events will focus on providing bespoke support to schools in our link regions with a particular emphasis on practical assistance at key points in the application process. For example, personal statement workshops with Year 12s in summer term and Oxbridge interview workshops with Year 13s in autumn term ahead of December interviews.

We have also delivered a number of Year 13 Interview Days. Participants get to put our advice into practice, working through some sample interview and admissions test questions in small groups with current undergraduates. This event is timed to come just before UCAS applications are submitted, and is usually held the day after the University Open Day in September.



Academic Summer Schools

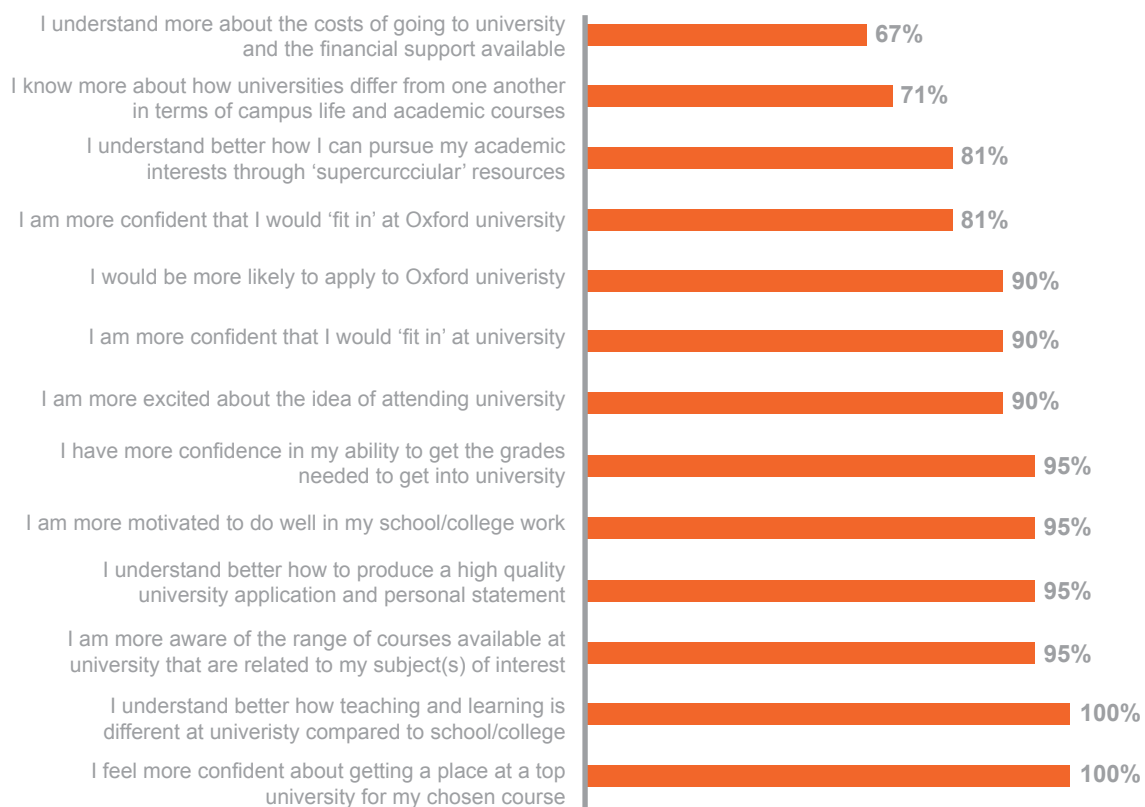
The College's commitment to delivering summer schools is based on evidence about the importance of these more intensive opportunities. Our existing academic summer schools, in Classics, Politics, and Engineering, would not have been possible without the invaluable support of our alumni, and the energy with which the College community has embraced their delivery. Our Engineering summer school is run under the aegis of the University's wider UNIQ summer schools programme, while the Politics and Classics summer schools have been run entirely in-house.

The purpose of the summer schools is to give Year 12 students a realistic experience of university life, to provide intensive academic training in their chosen subject-area (focussed on themes beyond the A-level

syllabus), and to provide subject-specific guidance to help prepare students for making strong applications to university. During the Classics and Politics summer schools, the participants attended seminars, workshops (or language classes), and lectures and took part in social activities in the evening with undergraduate mentors. Towards the end of the week, the students were also asked to submit an essay, which was marked by a tutor and was then discussed in a tutorial.

The post-event feedback highlights some encouraging results regarding the effectiveness of these resource-intensive events. Students from both summer schools felt more excited about attending university, and felt that they had a greater understanding of the differences between the styles of learning at school and university. The latter point is a key aim of all our academic summer schools.

Summer School



Generous donor support has also enabled the College to drive a major expansion of the University's UNIQ programme (a programme of free summer schools at Oxford, exclusively for pupils from lower socio-economic groups). The size of the UNIQ summer school in Engineering has been doubled, with 24 Engineering summer school participants being fully funded by Wadham. During the 5-day residential, the Year 12 students completed lab work, attended lectures, and had a tutorial; they also had the opportunity to speak with undergraduate Engineering students to hear more about the course and Oxford University life. All 48 UNIQ Engineering participants were also hosted by Wadham at an evening dinner at which they had the opportunity to meet Engineering alumni and learn about opportunities in the profession.

- **67% of participants indicated that they are intending to apply to Oxford.**
- **28 of the participants rated the experience of the summer school between 8 and 10.**

The Engineering strand is competitive. We received 345 applications for 48 places (an increase of 124 applications from the previous year). All applications are ranked according to their GCSEs, Acorn profile and Polar3 profile, which helps us identify students that are from the most disadvantaged backgrounds. Of the 48 participants in 2016: 29 males and 19 females made up the cohort; 69% live in ACORN postcode areas 4 or 5; 54% live in POLAR3 quintiles 1 or 2; 100% met one or both of the OFFA targets (Acorn 4/5 and, or Polar 1/2); and of those selected to attend 17 came from London, 8 from the South West and 7 from the North West.

"I enjoyed it much more than I thought I would. I especially liked the tutorial system, talking to like-minded people, and the varied topics studied. I thought the actual engineering course would not be to my interest, as I was told it was very theoretical. But the course structure when explained has changed my mind, and now interests me."

UNIQ Engineering Summer School Year 12 pupil

In 2017/18 we are excited to be launching a new Biology Summer School, drawing on the College's tutors from Biology alongside support from the University's Departments of Plant Sciences and Zoology and Institute of Human Sciences.

We hope very much to expand our summer school provision in future years; we are currently in the early stages of planning a new Modern Languages Summer School, led by Wadham's Modern Language tutors alongside the Faculty of Medieval and Modern Languages, which we hope will run for the first time in summer 2019.

Collaborative Activities

The College works to harness and support the expertise of organisations working in widening participation. The paragraphs below summarise our work with three such organisations: IntoUniversity, Target Oxbridge and The Brilliant Club.

IntoUniversity is an education charity which provides local learning centres to support young people from disadvantaged backgrounds to attain either a university place or another chosen aspiration. In the 2016/17 academic year the College has hosted 7 trips for 218 pupils from various IntoUniversity centres in London and Oxford. Wadham also financially supports the North Islington IntoUniversity centre as a named sponsor, having committed to provide £25,000 per annum for its first 5 years.

Target Oxbridge is an educational charity that aims to help black African and Caribbean students and students of mixed race with black African and Caribbean heritage increase their chances of getting into Oxbridge. The College supports the programme in various ways

including hosting the residential, with Taiwo Oyebola, Wadham classicist and President of Oxford's African and Caribbean Society appearing in a Radio 1 feature on this scheme.

The Brilliant Club is a non-profit organisation that recruits, trains and places PhD students into schools to deliver programmes of university style tutorials. The pupils targeted are identified as having potential to succeed at a highly selective university alongside a number of widening participation flags. The Scholar's Programme is book-ended by Launch and Graduation trips to top universities. In 2016/17, Wadham College hosted 6 launch and graduation events as part of The Brilliant Club's Scholars Programme hosting 547 pupils from 36 different schools from Years 7-12.

Wadham College Access Centre

We know that effective access programmes depend on talented and committed people, but we also need innovative and dedicated spaces if we are to realise our ambitions. Two new buildings will enable the College to expand and develop its work with students from disadvantaged 'widening participation' backgrounds. Celebrating inclusivity, they provide level access to every part of the two buildings and accessible student accommodation.



The College commissioned the architects AL_A, the studio of RIBA Stirling Prize winner Amanda Levete, in July 2016 after an invited design competition. The firm has since been working with the College Building Working Group to develop the detailed designs.

Since the initial offer of donor funding towards these buildings, Wadham students and staff have been involved in the pre-planning process, through a variety of focus groups and committees. Working in consultation with the Oxford Design Review Panel, Historic England, Oxford Preservation Trust and others, the architects have created two outstanding buildings which will provide much needed facilities and improved functionality.

The Dr Lee Shau Kee Building is designed to house the College's extensive access and outreach programme. This dedicated access facility in Oxford will offer purpose-

built space for welcoming schools and hosting Wadham's innovative access programmes and residential summer schools. The building will have a music room, space for public lectures and student accommodation.

The William Doo Undergraduate Centre will be at the heart of the student community and have study areas, social spaces, an art room, café, e-hub and Junior Common Room where undergraduate students can gather to study, exchange ideas and socialise. Two transformative donations have supported this development from an early stage and alumni and friends of Wadham are now joining these leadership benefactors to help create these inspirational facilities.

Work on the new undergraduate and access centre is set to start in July 2018 with the building completed by August 2020.

“Widening participation is important to me for two main reasons: all young people have the right to make an informed decision about their education and, at the moment, universities like Oxford are missing out on a huge amount of talent.”

Dr Hugh Munro, Access and Outreach Officer

Hugh joined Wadham from The Brilliant Club, a fair access charity that seeks to increase access to top universities by harnessing the PhD community. Completing his PhD at the University of Birmingham, Hugh's own research examined people who make a difference in their communities and concluded that it was people at the grassroots who had the most impact. Putting this into practice by re-training as a primary school teacher, Hugh taught in Sheffield before relocating to Northamptonshire and joining The Brilliant Club.



Conclusion and Thanks

The continued growth and success of the College's access work is testament to the work of the College's access team, but also to our wide range of contributors, partners and supporters. This naturally includes the College community, including students, academic colleagues and the wider range of support staff. We are also grateful to the University for their encouragement and collaboration, and to our external partners. And, as ever, we are deeply indebted to our wide range of philanthropic supporters, including the College's alumni; the ambition and scale of our work is only possible with their generous support.

As we hope this Report shows, Wadham is at the very forefront of Oxford's drive to recruit more talented young people from under-represented backgrounds to benefit from the remarkable opportunities of an Oxford education. Both within and beyond the university, Wadham has long been widely recognised as one of the most progressive and pluralistic of all Oxford colleges; over the past few years, it has also won itself an enviable reputation as a college with a uniquely robust and passionate commitment to fair access. That is not to say that we are the only college doing good work: many Oxford colleges have developed valuable Access schemes on rather different principles from ours.

What makes Wadham's access and outreach programme distinctive is our commitment to working

with students from under-represented backgrounds at every stage of their educational journey. Our innovative work with pre-GCSE pupils, both in the form of our regular Aspiration Days for schools in our link regions, and, more importantly, in our flagship Luton pre-GCSE sustained academic programmes, is recognised both within the University and nationally as a model of good practice. Our year-long curriculum enrichment programme for Year 12 pupils in Newham, along with our rigorous subject-specific academic summer schools, have proved triumphantly successful in broadening recruitment to our undergraduate courses, and we provide exceptionally generous financial, pastoral and academic support to undergraduate and graduate students at Wadham from low-income or educationally under-privileged backgrounds.

We have much to be proud of – and the next few years will be very exciting ones. Autumn 2018 will see a dramatic expansion of our Luton pre-16 programme, generously supported by Wadham alumni; we look forward to the first Wadham Modern Languages summer school in August 2019. Although few of us are looking forward to two years living on a building site (sigh), it will be eminently worth it to see Oxford's first dedicated access centre standing proud at the heart of the College as a tangible symbol – and so much more than just a symbol – of Wadham's collective commitment to broadening access.

“The College should feel rightly proud of the access work that it has pioneered. But we know that now is not the time for complacency. The scale and importance of the access challenge means we must redouble our efforts.”

Talent can be found everywhere, but opportunity cannot. We want our College to play an authentic and active role in breaking down the barriers that stand between talented people of all backgrounds, and the full realisation of their intellectual potential. Faced with the challenges of the present, the Wadham of the future depends on us.”

Warren East CBE (Engineering, 1980)
Chair, Wadham College Development Council; CEO of Rolls-Royce

Appendix A: Targeting and Evaluation

We have continued to prioritise the collection of student data to improve our targeting methods and to track the demographics of the pupils engaged. In line with good practice across the sector, pupil data focuses on postcode, parental history of higher education (HE), eligibility for free school meals (FSM), and post-16 bursary eligibility. The College uses a range of available data to help target its activity effectively. For example, in the case of postcode information, this can be translated into meaningful information by cross-referencing individual postcodes to relevant ranking systems: the Indices of Deprivation Affecting Children Index (IDACI) and the Index of Multiple Deprivation (IMD); pupils resident in postcodes that are in the bottom two deciles in these rankings are widely regarded as being from

the most disadvantaged groups. POLAR3 ranks postcodes based on higher education participation rates, with pupils resident in postcodes in quintiles 1 and 2 regarded as disadvantaged.

In addition to the demographic data collected, Wadham added 2,400 to the Higher Education Access Tracker (HEAT) database; this national dataset will allow the College to track student progression to university study in the future, and monitor longer-term impact. This is clearly essential to determine impact on pupil behaviour and results. For the College's sustained projects, additional bespoke pupil tracking will be undertaken.

Evaluating our Impact

There has been significant research to identify the most effective access programme models, and we hope to contribute directly to this through robust evaluation of our own activities. We have introduced a rigorous evaluation framework, which includes qualitative and quantitative aspects, to enable the College to:

- **Understand better the overall impact of the College's outreach activity, and to identify areas in which we should be targeting our efforts;**
- **Provide robust evidence of impact to our supporters, and to have confidence in directing benefactors' support to achieve the greatest impact;**
- **Develop an evidence base to share with the wider Oxford community, and throughout the higher education sector.**

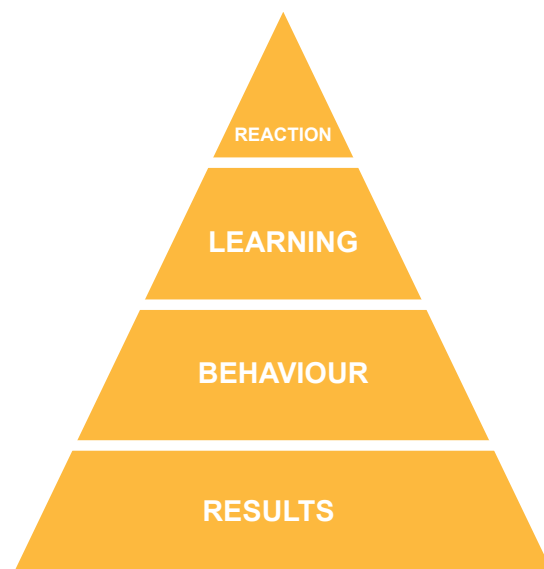
Colleagues from across the College contributed to an interim report from The Bridge Group in May 2016, which outlined several ways to strengthen our work in this area. As a result, we have fine-tuned our targeting of groups of under-represented students, and have expanded our programmes that involve sustained contact with

disadvantaged pupils. We will continue to ensure that engagement with academic content is at the heart of our access work, and are exploring ways to complement face-to-face activity with online engagement.

We have also integrated evaluation throughout all our outreach programming. This initially involved defining clearer outcomes for each area of our access work, which then informed an evaluation strategy to identify the extent to which these are achieved. This strategy includes seeking teachers' feedback and longitudinal tracking of pupils.

Our evaluation is based on the Kirkpatrick model of impact, which measures pupil impact in four areas: initial reaction to engagement; new learning acquired; changes in behaviour; and changes in results. Impact in these areas is being measured using a variety of qualitative and quantitative tools, including tracking pupils, feedback surveys and focus groups, and by accessing national benchmarking data. Naturally, evidence relating to behaviour and results can only be captured over a longer period (primarily through tracking pupils), but we already have some compelling evidence in relation to the College's impact on pupils' reactions and learning. We will continue to build on this evidence in the years to come, identifying our impact on pupil behaviour and results.

How participants feel about their experience	Feedback forms, observing participants' reactions, asking teachers
The increase in participants' knowledge, skills, aspirations	Formal and informal assessments of knowledge and skills before / after the intervention(s), e.g. measuring levels of understanding about higher education, or the university specifically
How far learning is applied and results in personal change	Observation and interview of participants over time. Tracking pupils into university and beyond
How far the programme impacts on organisational or societal factors	Using local and national data sets to identify whether activities are shifting participation, especially within the institution, and the effects of this



Julie Christiane Hage

Fellow and Development Director

E: julie.hage@wadham.ox.ac.uk

Marco Zhang

Deputy Development Director

E: marco.zhang@wadham.ox.ac.uk

Dr Hugh Munro

Access and Outreach Officer

E: hugh.munro@wadham.ox.ac.uk

Wadham College
University of Oxford
Parks Road
Oxford OX1 3PN

T +44 (0)1865 277 970

www.wadham.ox.ac.uk/alumni