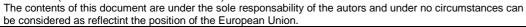| GENERAL INFORMATION	
Title	**A university/school partnership delivering curriculum enhancement projects to students aged 13-16 in after-school clubs**
Key words	Access to university, attainment, curriculum, Key Stage 4
Objectives	To work in conjunction with schools and colleges to contribute to the raising of students' attainment To develop strong relationships with selected schools to increase visibility of higher education institutions
Phase of studies *(Choose all phases it applies)*	Access X Retain Graduation Transition to work-life -
Type of degree *(Choose all degrees it applies)*	Bachelor's X Graduate Master's X
Level *(Choose all levels it applies)*	International National Institutional X Faculty X Group Individual X
Name of the institution	University of Bath
Location *(City and country)*	Bath, UK
Target group/s	High achieving school students from widening participation backgrounds
Stakeholders involved	Schools, Parents, PhD Students, Universities, Widening Participation Office, Academic departments and staff.

Description of the organisational process *Actors, triggering evidence, campaigns, graph… (max. 300 words)*	The Widening Participation Office at the University of Bath works in local schools to encourage students who are from backgrounds that are underrepresented at university to continue with higher education post 18. When students are aged 13-16 it is a critical point in their education where they are making decisions about what subjects to continue studying with GCSE choices, and gaining subject knowledge in the first year of their GCSE qualifications. We aim to stretch and challenge academically bright students at this stage by enabling them to work on exciting after school projects on topics they are not studying at school. The main aims of the projects are to: • Enhance the GCSE curriculum and develop students' love of learning through skills focused projects • Build transferable skills such as debating, research, and presentations necessary for success at university and beyond • Develop a relationship with university staff and students • Increase students' familiarity with the university environment • Link GCSE content to course content in higher education. The 6 week after-school projects are delivered at school by PhD students, supported by trained undergraduate teaching ambassadors and supported by Widening Particaption Office staff. As part of the projects students visit the university campus. They familiarise themselves with a university environment and see how knowledge gained during the projects in school relate to what is taught and researched at university. At the end of each project there is a presentation evening where the students present their work to their peers. Working in collaboration with the school we invite parents along to the celebration event to ensure they are engaged with what the students are undertaking. The projects are interspersed with skills sessions which are delivered by the Widening Participation Office and focus on areas such as presentation and team-working skills. Students begin the programme by completing a skills audit and return to this after every project to review their progress.

A. FORMAL EVALUATION CRITERIA

A1. ACCESS TO INFORMATION *Provide sources of information (URL, websites, literature, materials)*	There is no published information about this programme but resources such as lesson plans can be obtained from widening-participation@bath.ac.uk
A2. TIMEFRAME *Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)*	These Key Stage 4 after school projects were first delivered in the academic year 2014-15. Projects have been developed on six different topics. Some cohorts are now on their third topic.
A3. NUMBER OF STUDENTS *How many students are involved?* *Is the number representative considering the target group?*	In the academic year 2015-16 the university delivered five after school projects in 30 sessions to a total of 74 students in two schools.
A4. SCALABILITY ("volume") *Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)*	This activity can be run on any scale as long as the staff:student ratio is kept low. Schools have shown a great deal of interest in these projects and we are not able to meet the demand at present. The constraining factor is the availability of PhD students to develop and deliver projects, and the time required for widening participation staff to support that development and delivery.
A5. TRANSFERABILITY (from one context to another) *Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)*	a) It is currently designed for pupils aged 13-16, but could be designed for different age groups or groups with particular characteristics such as an all-girl group or a younger age range or students from particular home backgrounds. b) These after-school projects could be run in any school or community facility. c) This project could be transferred to any society which allows for enhancement of the curriculum outside the normal school hours.
A6. ASSESSMENT *Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)*	A6.1 Students and school staff are interviewed to provide user feedback. A6.2 Researchers and staff delivering projects are interviewed to provide feedback on delivery A6.3 Students evaluate other students' presentations. A6.4 Evaluation Officer observed projects and interviewed school staff and students.

A7. CONTACT *Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?*	Samuel Wenman s.j.wenman@bath.ac.uk

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

B1.1 Self-determination *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*Very well* x
(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)	a Students design their own response on a topic. b Students undertake their own research on the topic c Students provide feedback on the 6 week project d Participation is voluntary			

B1.2 Rights *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* x	*Very well* ☐
(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)	Project work is undertaken in groups. Students are specifically encouraged to work as a team. Projects focus on topical issues and discussion and presentation of different viewpoints is a key part of the work. A key objective of the project is to develop skills including debating skills.			

B1.3 Access *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* x	*Very well* ☐
(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))	Schools select the participants but the majority must fit the widening participation criteria of students without parental experience of higher education, and/or from lower socio-economic groups. There is a high staff ratio (generally 3 or more staff for every 25 students) to ensure that groups of students are supported in their work and that groups are working together effectively.			

B1.4 Equity *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* ☐	*Very well* x
(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)	One of the main aims of this project is to familiarise school students with university by supplying the opportunity for them to work with university staff over a 6 week period and also to visit the university. By doing this it is hoped that these high achieving students will consider university as a viable option when they leave school and specifically will believe that a selective university is a place where they could belong.			

B1.5 Participation *Rate and Justify (max. 70 words)*	*Very weakly* ☐	*Weakly* ☐	*Well* x	*Very well* ☐
(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)	Students are encouraged to work in groups on topics, such as social justice, which entail researching and assessing a variety of different opinions. They then form their own opinion about the topic and present their research to peers, school and university staff and parents. Knowledge acquisition broadens their understanding of different viewpoints. Interaction with university staff and students increases their connectedness with the university. Being involved with the project increases their confidence and ability to speak in public and present their views on a topic.			

B2. COLLABORATION *Describe what kind of collaboration there is between various stakeholders. (max. 70 words)*	This intensive work creates strong partnerships between the schools and the university as there is considerable liaison involved in the delivery of the events.
B3. STUDENT SATISFACTION *Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)*	Students are interviewed and provide feedback about their involvement and project design. Sessions are voluntary and are well-attended despite having other after-school options. School staff are interviewed and report high levels of student satisfaction.
B4. STUDENT WELLBEING *How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)*	a) The students develop more confidence around expressing their views and increase in their ability to imagine themselves going to university b) Working in groups and presenting their work to wider audiences improves their social skills c) the main focus of this activity is to support students' learning and develop their knowledge beyond what they are learning in the classroom. d) The project aims to increase students' motivation to learn and happy students means lower stress levels which improves physical well-being at school.

C. FINAL REFLECTIONS
(based on the previous description of you good practice)

Success factors *What are the factors required for the successful implementation? (max. 200 words)*	• A clear set of aims and objectives for the event tied into a comprehensive evaluation framework • Team of staff experienced in delivering high quality events to students and families • Researchers delivering engaging events and activites • Good communications with schools so they are clear about what is on offer • A reflexive approach which allows project direction to respond to stakeholders feedback.
Sustainability *What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)*	Demand from schools wanting this activity to be delivered. Supply of PhD students able and willing to design and deliver projects. Financial resources to pay for staff, equipment and PhD student time.
Challenges *What are the constraints identified? How easy it is to learn and implement? (max. 200 words)*	Ability of PhD students to design and deliver projects; some PhD students have better teaching skills than others. They are resource intensive projects – topics depend upon the specialisms of the PhD student involved so are difficult for other PhD students to implement with similar subject knowledge.

Sources

Hayton, A and Bengry-Howell, A (2016) Theory, evaluation, and practice in widening participation: A framework approach to assessing impact London Review of Education DOI: 10.18546/LRE.14.3.04 Volume 14, Number 3

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Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queenslad University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)