



EVALUATION OF THE CHRYSALIS SUMMER SCHOOL – 2008 TO 2015

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ABOUT ICEGS

iCeGS is a research centre with expertise in career and career development. The Centre conducts research, provides consultancy to the career sector, offers a range of training and delivers a number of accredited learning programmes up to and including doctoral level.

A history of the Centre is available in the book: Hyde, C. (2014). *A Beacon for Guidance*. Derby: International Centre for Guidance Studies. University of Derby.

For further information on iCeGS see www.derby.ac.uk/icegs

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“ It was amazing. The summer school in itself gave me the opportunity to actually understand myself. Before the summer school I was very confused on what path I wanted to take after college but through the summer school I’ve realised I want to go to university. I honestly do not believe I would have come to this decision without Chrysalis’ help. ”

–Ola Adedokun, Year 12 Summer School 2015 Participant

EXECUTIVE SUMMARY

In this section we will set out the findings of the evaluation under the headings identified in the iCeGS evaluation model: investment; take-up; reactions; learning and behaviour; and results and return on investment.

This report presents a mixed-methods *Evaluation of the Chrysalis Summer School's* impact drawing on evaluation data from 2008-2015.

Chrysalis is the name given to the partnership teaching work carried out by Sir Roger Cholmeley's School in Highgate, North London (also known as Highgate School). Highgate's partnership teaching programme provides young people from a variety of backgrounds and various ages drawn from over 40 schools with academically rigorous experiences which encourage them to study at the next level and ultimately to progress to the best universities.

An important component of the Chrysalis scheme is an intensive week long summer school which is delivered by Highgate School in partnership with Future Foundations.

The Chrysalis Summer School engages pupils from 26 partner secondary schools in a set of dedicated activities including subject-specific tutorials, sessions demystifying the process of making applications to selective universities, mock interviews, and career guidance.

The aim is to build young people's confidence, encouraging them to develop their emotional intelligence and goal setting, and to give them the academic skills and knowledge to support their application to the most selective universities.

The evaluation reports a number of positive findings about the Chrysalis Summer School.

KEY FINDINGS INCLUDE

- The Chrysalis Summer School is well supported by 26 schools and successfully recruited 135 participants in 2014, and 150 in 2015.
- The overwhelming majority of participants (>80%) reported that they were satisfied with the Chrysalis Summer School and that they would recommend it to their friends.
- Students reported that it had informed their future direction (100%), helped them to make educational and career choices (90%), that it made them more able to realise their ambitions (66%) and inspired them to contribute to their community (62%).
- There is also near universal agreement at the end of the Chrysalis Summer School that participants would take responsibility for their own future; pursue their passion; be true to themselves; contribute their talents; and enjoy life.
- A distinctive feature of the Chrysalis Summer School is its strong focus on subject based learning. Participants responded well to this both by learning new skills and knowledge and by resolving to pursue subjects at a higher level.
- Participants from previous years were able to give an account of how the Chrysalis Summer School had influenced their decisions and prepared them for university.
- Many participants have gone on to the most selective universities.

INTRODUCTION

The education system in England serves many children well, however, there are some concerns that more able pupils are not always stretched and inspired to live up to their potential (Ofsted, 2015). This is a particularly acute issue for those more able students who come from socially less advantaged backgrounds (Desforges and Abouchaar, 2003).

One key issue that has been identified is the lack of subject specific support for those more able pupils who are considering application to selective universities (e.g. see Ofsted, 2011). According to the Social Mobility and Child Poverty Commission (2014), if socially less advantaged young people are to compete effectively with their more advantaged peers they need to be able to demonstrate excellence in the subjects that they intend to study.

Selective universities such as Oxford, Cambridge and others in the Russell Group (2015) (which represents 24 leading UK universities) are under considerable pressure to become more inclusive. However, a wide gap remains in both educational attainment and access to selective universities between those who are more socially and economically advantaged and those who are less advantaged. The Social Mobility and Child Poverty Commission (2013) reported that in the UK, demography too heavily influences opportunity to succeed and that both advantage and disadvantage are sustained from generation to generation.. The report concluded that social mobility in Britain is low and is stalling. Sosu and Ellis (2014) also find that all those pupils who come from a less advantaged background but have the ability, aptitude and potential to benefit from a selective university education perform worse compared to their more advantaged peers.

To close the gap requires changes to both supply and demand. Selective universities need to approach admissions differently, but schools and young people also need to increase their understanding of what selective universities need and to encourage all pupils to aspire to these universities. A key part of this is ensuring that pupils have the right academic skills and knowledge, the ability to articulate this and the capacity to make informed choices about their future.



This evaluation focuses on the Chrysalis Summer School. The Chrysalis Summer School is part of a broader programme of partnership activities run by Highgate School in North London which is designed to provide young people from a variety of backgrounds, drawn from local state schools (primary and secondary) with academically rigorous experiences. At every level the aim of all Chrysalis partnership work is to encourage pupils to study their subject at the next level and ultimately to progress to selective universities. The Chrysalis Summer School is an intensive week long summer school which is delivered by Highgate School in partnership with Future Foundations. The Summer School engages pupils in a set of dedicated activities including subject-specific tutorials, sessions demystifying the process of making applications to selective universities, mock interviews, and career guidance. The aim is to build young people's confidence and to give them the academic skills and knowledge to get accepted into university and into selective universities in particular.

This evaluation report looks in detail at the 2014 and 2015 Summer Schools and draws on evaluation data from alumni of the Summer School reaching back to 2008.

METHODOLOGY

The evaluation uses a mixed methods approach. Data sources include: feedback from students following participation in the summer school programme, a survey sent to students who have completed the Summer School in previous years (2008-2015), and case studies of former students who participated in the Summer School. The different methods were combined to examine different types of impact and to triangulate and correlate the impacts that were observed.

THE EVALUATION MODEL

The figure below sets out the approach to evaluation that underpins the work the International Centre for Guidance Studies undertakes. It draws on and develops Kirkpatrick's (1994) framework for evaluating training and development interventions. The framework has been developed iteratively through the evaluation of a large number of career, employability and enterprise education programmes and has previously been expounded in Dodd and Hooley (2016).

Figure 1. The iCeGS evaluation framework.



The framework begins by establishing the level of resources that have been expended on any intervention (**investment**) and the level at which the intervention has been engaged with by the target audience (**take-up**).

It then focuses on the participants experience and whether they have enjoyed participating and found it useful (**reaction**), whether participants have learnt anything (**learning**) and whether they do anything differently as a result of their participation (**behaviour**).

The model then highlights the importance of establishing what the longer term effects are from the intervention. Are people who participated more likely to find a job, succeed in their qualifications or achieve any other concrete outcomes (**results**)? Ultimately the evaluation will seek to establish whether the original investment was effective and whether it represents value for money (**return on investment**).

It is not always possible to ascertain impacts at all of these levels in every evaluation. However, the evaluation framework does provide a way of thinking about the impacts that can be measured and ensuring that all levels of impact remain in view.

“ I thoroughly enjoyed my time at the summer school. It’s funny because I attended the summer school as a student when I was in year 10 and I loved it so much, I went again in year 12 and brought some mates with me. Last year, I went again, but as an ambassador. It’s amazing to see how the programme has changed over the years and I look forward to continuing the special relationship I have with Future Foundations and the Summer School Team. ”

–Joseph Simeon,
Year 10 and 12 Summer School Participant
(2012 & 2014) and Ambassador (2015)

ABOUT THE CHRYSALIS SUMMER SCHOOL

The Chrysalis Summer School began in 2008 with funds secured from the then Department for Children Schools and Families (DCSF). It is organised by Highgate School and Future Foundations in partnership with twenty-six schools from across the boroughs of Haringey, Camden, Ealing, Newham and Barnet. The philosophy which underpins the partnership is the idea that there is not enough genuine subject-specific extension work for the brightest pupils, nor support for, and shared expertise in applications to selective universities.

The Chrysalis network of projects incorporates partnership teaching and a variety of other activities designed to promote access to the exceptional quality of teaching and learning that Highgate is known for. The following is a small sample of the events that ran in the academic year 2014-15:

- **Year 10 Summer School:** 50 pupils from partner schools took part in a three day summer school containing subject specific tutorials, motivational workshops, and one-to-one interviews about intentions and aspirations
- **Year 12 Summer School:** 100 pupils from partner schools took part in a four day summer school containing Oxbridge style subject specific tutorials, workshops on presentation skills, interview preparation, seminars on UCAS, and a one-to-one mock interview.
- **University preparation interview evening:** 93 pupils who were applying for Oxford, Cambridge or a Medical School were given a formal 20 minute interview followed by advice and feedback. Feedback was also sent to the Head of Sixth Form at the school the pupil attended.
- **Oxbridge admissions conference:** Highgate's Head of Oxbridge admissions ran a conference for partner schools featuring college admissions officers and successful undergraduates.
- **Arcadia work experience:** In 2014-15 an employability and work experience strand was added to Chrysalis in co-ordination with the Arcadia group.
- **STEM conference:** 58 pupils from partner schools attended a conference with speakers from King's, UCL, Imperial, Cambridge University and others.

The Summer School is hosted by Sir Roger Cholmeley's School at Highgate (Highgate School). Highgate School is a co-educational independent day school. The school is a charity which is committed to strong links with the local community. This includes enabling teachers to give some of their time to neighbourhood schools and charitable organisations; providing bursaries; and linking to the wider community through initiatives like the Chrysalis scheme. At the time of writing the school is involved in the establishment of a new sixth form provision called the London Academy of Excellence in Tottenham which will be a state school opening in 2017 to teach twelve A-level subjects that are deemed to be "facilitating subjects" by the Russell Group (2015). Facilitating subjects are those which are more frequently required for entry to degree courses than others and by choosing them at advanced level it leaves open a wide range of options for future university study.

The Chrysalis Summer School is delivered in partnership with Future Foundations which is an independent training organisation with a strong track record in the delivery of high quality soft skill training and university access programmes. Future Foundations is committed to inspiring young people to achieve their full potential and become leaders in their lives and within society. They have delivered pioneering training programmes with over 10,000 young people since 2004, and have worked in partnership with Highgate School since the launch of the Chrysalis Summer School in 2008.

Pupils are invited to engage in a programme of dedicated activities offered through an intensive summer school. The activities included subject-specific tutorials given by teachers in affiliated schools; expert and inspiring lectures; visits from admissions tutors and university ambassadors, and undergraduate mentoring.

The Chrysalis Summer School is free to attend for students nominated by their school. It runs for Year 10 and Year 12.

The summer school helped me prepare for university as the teaching style was less classroom like and, I think, more adult. Also, the mock interviews really helped me get a feel of what a university interview would be like. I was able to improve my interview technique as a result of the constructive feedback given to me.

*–Elizabeth Peters,
Year 12 Summer School 2015 Participant*

YEAR 10 SUMMER SCHOOL

For Year 10 pupils, the summer school consists of an interactive 3-day programme made up of a series of motivational workshops and subject specific tutorials. The pupils are exposed to a series of subject tutorials taught by Highgate teaching staff, which include English, History, Mathematics, Philosophy, and Science. Since 2014, the Summer School also includes a university trip to either Oxford or Cambridge.

The key objective of the Year 10 Summer School is to nurture pupils' academic potential, whilst also gaining key skills which will help them towards university. In addition to building pupils' academic rigour, the summer school also combines tutorials with workshops dealing with presentation skills, interview preparation, leadership and teamwork.



YEAR 12 SUMMER SCHOOL

For Year 12, the 4-day Summer School is intended to nurture the pupils' potential academically, professionally and personally. It is a week full of activities consisting of subject-specific tutorials including: English, Mathematics, Physics, Biology, Chemistry, Geography, History, Economics, Philosophy, Politics, and Art. The Summer School includes a series of workshops dealing with presentation skills and interview preparation. There are a series of UCAS seminars covering the whole university admissions process, from choosing institutions and courses to an individual mock interview and seminars from representatives from selective universities.

Both the Year 10 and Year 12 Summer Schools also provide in-depth opportunities to exchange ideas and experience with other pupils and benefit from the shared expertise of Highgate teaching staff and leading UK youth-training organisation, Future Foundations' trainers and undergraduate mentors.



ASSESSING THE IMPACTS OF THE SUMMER SCHOOL

In this section we will set out the findings of the evaluation under the headings identified in the iCeGS evaluation model: investment; take-up; reactions; learning and behaviour; and results and return on investment.

INVESTMENT

The Chrysalis Summer School was originally funded by the Department for Children, Schools and Families but is now hosted and funded by Highgate School as part of its substantial commitment to the community.

This offers a sustainable funding model through which the scheme can continue to operate. The use of school funds rather than funds provided through a government scheme means that the summer school has a greater level of stability to support its future development.

TAKE UP

The Chrysalis Summer School is a product of the Chrysalis Partnership of 26 local secondary schools. This provides a strong model for engagement and ensures a high level of interest and take up of the Summer Schools.

The following schools comprise the Chrysalis Partnership:

- Acland Burghley School
- Alexandra Park School
- Camden School for Girls
- Crest Academy
- Drayton Manor High School
- Fortismere School
- Gladesmore Community School
- Greig City Academy
- Hampstead School
- Haringey Sixth Form Centre
- Haverstock School
- Heartlands High School
- Highgate Wood School and Performing Arts College
- Hornsey School for Girls
- Kingsford Community School
- La Sainte Union Catholic Secondary School
- Maria Fidelis Catholic School



- Northumberland Park School
- Park View School
- Parliament Hill School
- Regent High School
- St Angela's Ursuline School
- St Mary Magdalene Academy
- St Thomas More Catholic School
- The Henrietta Barnett School
- William Ellis School
- Woodside High School

Teachers in each of the schools nominate participants who they believe would benefit from participating in the summer school. Feedback from the students suggests that there was a high level of enthusiasm amongst the participating students and that they understood the nature and purpose of the summer school.

Table 1 sets out the number of pupils who participated in the summer school in 2014 and 2015.

Table 1. Number of students participating in the Chrysalis Summer School.

	2014	2015
Year 10	45	50
Year 12	90	100
Total	135	150

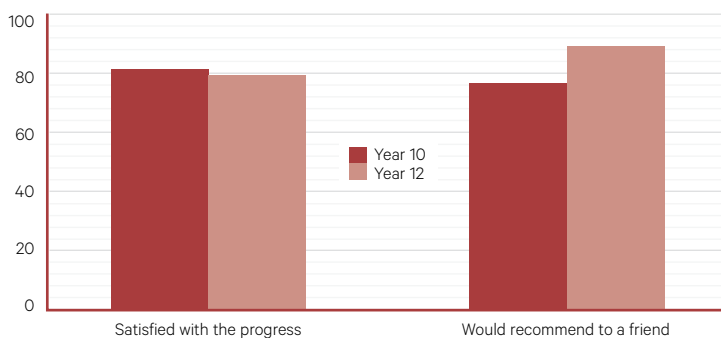
“Chrysalis summer school was an insightful and self – building experience. I would definitely recommend it to others as it develops self confidence and the workshops help build your understanding of subjects you are willing to do in the future.”

–Emaan Noveed,
Year 10 Summer School Participant (2013)

REACTIONS

The feedback collected from a large number of student participants from both Year 12 and Year 10 across 2014 and 2015 Summer Schools was very positive. Figure 2 sets out the levels of student satisfaction. It shows that the overwhelming majority of students were satisfied with the Summer School and that they would recommend it to a friend.

Figure 2: Percentage of students who were satisfied with the Summer School and who would recommend it to a friend.



Participants reported that the summer school was a great experience where pupils and teachers worked closely together. The experience is summed up by some of the following quotes.

“It was probably the best educational experience I’ve ever had.”

“It was very fun and informative at the same time.”

“Great way of getting motivation and a great experience.”

“It was an unbelievably insightful experience and I now feel extremely confident about facing the future.”

“An inspiring programme, letting you realise your potential and meet others like you.”

LEARNING/BEHAVIOUR

We will discuss the learning and behaviour change levels of impact together. The data gathered was mainly self-perception data and so it provides us with information about what the students perceived they had got out of this summer school.

The summer school was well-received by pupils and they reported that they had gained significant experience and knowledge from the programme. Figure 3 sets out some key statistics about the impacts of participating in the summer school.

Figure 3: Key statistics about the learning and behavioural impacts of the summer school.

100% said that the programme had informed them about their future decisions

90% said that the programme had helped them make choices about their education

90% said that the programme opened their eyes to future work opportunities

66% said that they felt more able to realise their ambitions as a result of the programme

62% said that they felt inspired to contribute more to their school and community

These statistics were backed up in the qualitative responses that participants made. Most participants said that the summer school impacted on their future plans and encouraged them to take responsibility, work harder and progress into higher education.

"I know I wanted to study Physics, this helped confirm my ambitions."

"It actually led me to research more about universities that offered what I want to study, which I realise now is PPE."

"It helped me build up my confidence and passion for interviews and my subject."

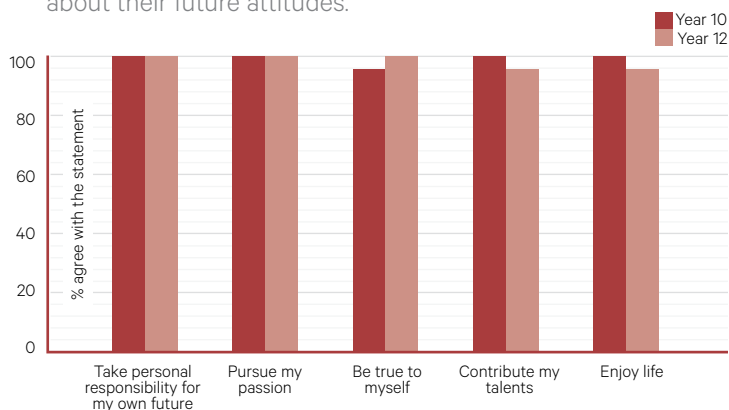
"It has inspired me to work harder and made me confident in myself."

"Incredibly informative and helped broaden my historical knowledge and interests."

The overall statistics and reflections provided by participants suggest that the Chrysalis Summer School programme helped participants to gain confidence and motivation and supported both their academic and career development.

At the end of the programme participants were asked to reflect on a number of statements about their futures. These statements asked whether they would: take responsibility for their own future; pursue their passion; be true to themselves; contribute their talents; and enjoy life. The participants were overwhelmingly positive about this as is shown in figure 4.

Figure 4: Participants agreement with statements about their future attitudes.



The change in pupils' attitudes and aspirations also came through in the qualitative comments that were made.

"It influenced me to work harder and revise more so that I have the best chance to get into a good uni."

"This has been a great experience, not just in getting us prepared to go back to school and understanding our subject further, but also meeting lots of new people. It gave a lot of help and advice and I feel more confident about the upcoming year."

"It opened my eyes to other prospects in relation to my subject."

"I enjoyed the experiences which have influenced me in my future academic career."

"They have helped me to understand English at degree level and have inspired me to try to apply to Oxford."

One of the notable features about the feedback from participants is the regularity with which they discussed the way in which the Chrysalis Summer School had enhanced their subject knowledge and strengthened their resolve to pursue the subject further.

"I found tutorials very interesting and engaging. They made me think a lot more about how complex Physics actually is. In general they have made me like physics a lot more."

"They have confirmed my decision to study Economics at university and I am looking forward to it."

"It made me decide which modules of Maths I would prefer to take in uni."

"I am more certain I am going to do Maths in uni. I really enjoy both the game theory proof and the proof about the length of sticks and the maximum consecutive numbers you can have."

"They were awesome. Geography is the best."

RESULTS

Participants from previous years who responded to the survey were clear that the Chrysalis Summer School had made a major impact on their lives.

“I realised (from the mock interviewing process) that I needed a solid plan after secondary school. After the summer school I was able to decide I wanted to study courses at sixth form.”

“They were very helpful in consolidating my decision to take Geography – the university lecture style appealed very much to me and the wide range of topics outside of the topics I learn at school were intriguing (e.g. Geography).”

“The summer school helped me prepare for university as the teaching style was less classroom like and, I think, more adult. Also, the mock interviews really helped me get a feel of what a university interview would be like. I was able to improve my interview technique as a result of the constructive feedback given to me.”

“I gained the confidence to apply to Oxford University because of the support they gave me with preparing for the interview process. Additionally the summer school helped me to think about longer term plans and what I want from life.”

A destinations survey of those who participated in the programme and have left school confirmed that the students who participated in the Chrysalis Summer School go on to study at leading institutions, for example:

- City University London
- Imperial College, University of London
- Kings College, University of London
- London School of Economics and Political Science (LSE)
- London Southbank
- Queen Mary University of London
- University College London (UCL)
- University of Alberta
- University of East London
- University of Exeter
- University of Hertfordshire
- University of Kent
- University of Leeds
- University of Oxford
- University of Sheffield
- University of Sussex
- University of Toronto



RETURN ON INVESTMENT

It is difficult to make a conclusive judgement about the return on investment for the Chrysalis Summer School programme. The evidence suggests that young people enjoyed participating, that they gained a deeper insight into subjects they may study at university, that their behaviour changed and that participants have gone on to higher education, including attending some of the most selective institutions. However, with the present data it is not possible to quantify the exact return on investment.

There would be value in specifying return on investment as a part of any future evaluation. A key aspect of this would be the need to follow participants longitudinally to record which universities they attend and potentially to quantify their earnings following graduation. Existing research suggests that it is likely that attending a selective institution will have a positive impact on your lifetime earnings (Britton, Deardon, Shepherd and Vignoles, 2016). Another key aspect of such a study might be to establish a control group or other method for developing a counter-factual.

The Chrysalis Summer School programme offers a fantastic opportunity to young people from state schools in London. The programme combines a creative, enjoyable, engaging approach with academic rigour. Students were positive about the programme and their participation and would recommend participation to their friends.

The organisers are committed to the evaluation and continuous improvement of the programme. There would be value in a more in depth evaluation which could more precisely quantify the impact of this programme than the current data allows.

CONCLUSION

The Chrysalis Summer School helps students enhance their confidence, skills and improve their knowledge about higher education and future careers. The programme plays a critical part in unlocking students' potential and supporting able, but less advantaged, students to succeed and progress.

Students who participate in the programme are: more confident at the end of the programme than at the beginning; better able to understand the importance of taking risks; able to lead; energised about their futures; and inspired to contribute more at their school and/or local community.

All of the evidence reviewed in this evaluation was positive. The programme is well designed and delivered, popular with the young people it serves and receives glowing feedback in which participants attest to its transformative potential. Alumni of the programme have returned to be Ambassadors and are now tutors on the programme.

This evaluation suggests that there is much positive practice to build on in the Chrysalis Summer School. There is also good indicative evidence that the programme is having a powerful impact on the young people who participate in it.

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APPENDIX

YEAR 10 TIMETABLE

Time	Day 1	Time	Day 2	Time	Day 3
08:30	Registration	08:30	Registration	08:20	Registration
08:45	Morning Plenary	08:40	Morning Plenary	08:30	Leave for Oxford
09:40	Workshop 1	09:00	Workshop 3	10:30	Arrive
10:40	Break	10:00	Break		
11:05	Workshop 2	10:30	Tutorial 2		
12:05	Lunch	11:40	Presenting with Pizzazz		
13:20	Special Topics	12:30	Lunch		Oxford Activities
14:30	Meet your Tutor & Transition	13:10	Group Photo	15:40	Closing Plenary
15:00	Tutorial 1	13:50	Mock Interviews	16:00	Leave Oxford
16:00	Finish	15:30	Close & Messages	17:30	Arrive back to London
		16:00	Finish		

Workshop 1		Workshop 2		Workshop 3	
Group 1	Time of Your Life A	Group 1	Leadership & Teamworking A	Group 1	Knowing Yourself A
Group 2	Time of Your Life B	Group 2	Leadership & Teamworking B	Group 2	Knowing Yourself B
Group 3	Leadership & Teamworking A	Group 3	Knowing Yourself A	Group 3	Time of Your Life A
Group 4	Leadership & Teamworking B	Group 4	Knowing Yourself B	Group 4	Time of Your Life B
Group 5	Knowing Yourself A	Group 5	Time of Your Life A	Group 5	Leadership & Teamworking A
Group 6	Knowing Yourself B	Group 6	Time of Your Life B	Group 6	Leadership & Teamworking B

YEAR 12 TIMETABLE

Time	Day 1	Time	Day 2	Time	Day 3	Time	Day 4
08:30	Registration	08:30	Registration	08:30	Registration	08:30	Registration
08:45	Opening Plenary	08:40	Morning Plenary	08:40	Morning Plenary	08:40	Morning Plenary
09:30	Meet Your Team & Tour of Site	09:05	Tutorial 4	09:00	HE Session 1	08:55	Workshop 1
10:10	Tutorial 1	10:05	Tutorial 5	10:30	Break	10:00	Workshop 2
11:10	Break	11:05	Break	11:40	HE Session 2	11:00	Break
11:30	Tutorial 2	11:30	Tutorial 6	12:30	Presentation Preparation	11:20	Admissions Talk
12:30	Lunch	12:30	Lunch	13:40	Lunch	12:20	Lunch
13:45	Tutorial 3	13:10	Group Photo	14:30	Tutor Time (& Personal Statements)	13:30	Final Presentation Preparation
14:50	Presenting with Pizzazz	13:45	Mock Interviews Team Challenges / 1:1s	16:00	Presentation Preparation	14:10	Evaluations
16:15	Close and messages	16:00	Close and messages	16:00	Close and messages	14:30	Closing Ceremony Presentations
16:30	Finish	16:10	Finish	16:10	Finish	15:45	Formal close
						16:00	Finish

HE Session 1		HE Session 2		Workshop 1		Workshop 2	
1	Student Life & Choosing the Right University	1	Personal Statements	1	Goal Setting	1	Interview Skills
2		2		2			
3		3		3			
4	Personal Statements	4	Student Life + Choosing the Right University	4	Interview Skills	4	Goal Setting
5		5		5			
6		6		6			

