

# **Derby Scholars: A collaborative approach to Oxbridge progression**

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# Background

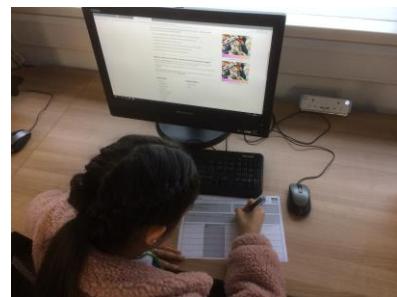
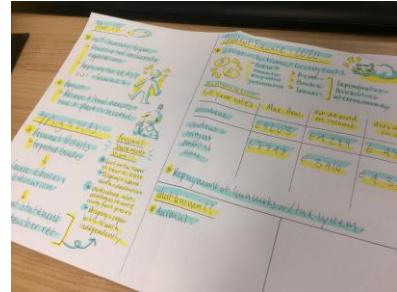
- **Derby city:**
  - Opportunity Area
  - Low HE progression generally
  - Very poor progression of high achievers to Oxbridge
- **Development:**
  - Identifying need
  - Programme development
  - Buy-in
  - Funding
  - Cohort



# Programme

Date	Time	Year 12 Activity
14/11/2019	5-7pm	Programme Launch event
05/12/2019	4-6pm	Homework club
09/01/2020	4-6pm	Homework club
30/01/2020	4-6pm	Homework club plus How to decide a university course and courses available at Oxbridge
13/02/2020	4-6pm	Homework club
11/03/2020	10am-2pm	Masterclass sessions
<i>19/03/2020</i>	<i>4-6pm</i>	<i>Homework club plus academic skills session</i>
<i>23/04/2020</i>	<i>4-6pm</i>	<i>Homework club plus Oxbridge information session</i>
<i>May/June tbc</i>	<i>7am-6pm</i>	<i>Visit to Corpus Christi College, Oxford</i>
<i>06/05/2020</i>	<i>4-6pm</i>	<i>Homework club</i>
<i>21/05/2020</i>	<i>4-6pm</i>	<i>Homework club plus academic skills session</i>
<i>04/06/2020</i>	<i>4-6pm</i>	<i>Homework club</i>
<i>25/06/2020</i>	<i>4-6pm</i>	<i>Homework club plus academic skills session</i>
<i>09/07/2020</i>	<i>4-6pm</i>	<i>Oxbridge application support session</i>
<i>16/07/2020</i>	<i>4-6pm</i>	<i>Homework club</i>

Date	Time	Year 9 Activity
14/11/2019	5-7pm	Programme Launch event
23/01/2020	9am-3pm	University of Derby Experience Day
<i>31/03/2020</i>	<i>10am-2pm</i>	<i>Academic skills day</i>
<i>May/June tbc</i>	<i>7am-6pm</i>	<i>Visit to Corpus Christi College, Oxford</i>
<i>21/05/2020</i>	<i>4-6pm</i>	<i>Homework club plus academic skills session</i>
<i>25/06/2020</i>	<i>4-6pm</i>	<i>Homework club plus academic skills session</i>



# Impact of the Pandemic

## Revised Programme:

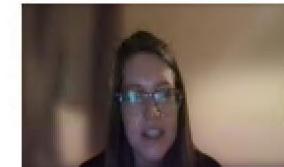
- Online sessions
- Adapted Visits (Virtual)
- Additional presentations

## Challenges:

- Technology
- Contacting students
- Online safeguarding
- Access to resources / visits
- Teacher / Parent buy-in

## Benefits?

- Funding
- Access to student ambassadors
- Familiar with technology



# Evaluation

- **Year 12 Cohort:**

- Baseline survey
- End of Project survey
- Single event evaluations
- Reflective Journals

- **Year 9 Cohort:**

- Baseline survey
- Single event evaluations
- (End of Project survey tbc)

**Y9 University  
Experience Day**

**97%**

of students who responded  
rated the day good or excellent

**Y9 University  
Experience Day**

**100%**

of students said their questions  
about university/higher education  
had been answered during the day

**Y12 Masterclass Day**

**91%**

of responding students rated  
the Q&A session with the  
Oxford students, as good or  
excellent

**Y12 Masterclass Day**

**89%**

of students rated the Medicine  
masterclass good or excellent,  
the highest rated session of the  
event

# Baseline Survey Snapshot

**90%**

of the Year 12 students were thinking about applying to university, 58% to Oxbridge

**81%**

of the Year 9 students were thinking about applying to university, 35% to Oxbridge

The students were asked to list up to three things they wanted to get out of participating in Derby Scholars. The following points show the two most common answers by both cohorts were the same.

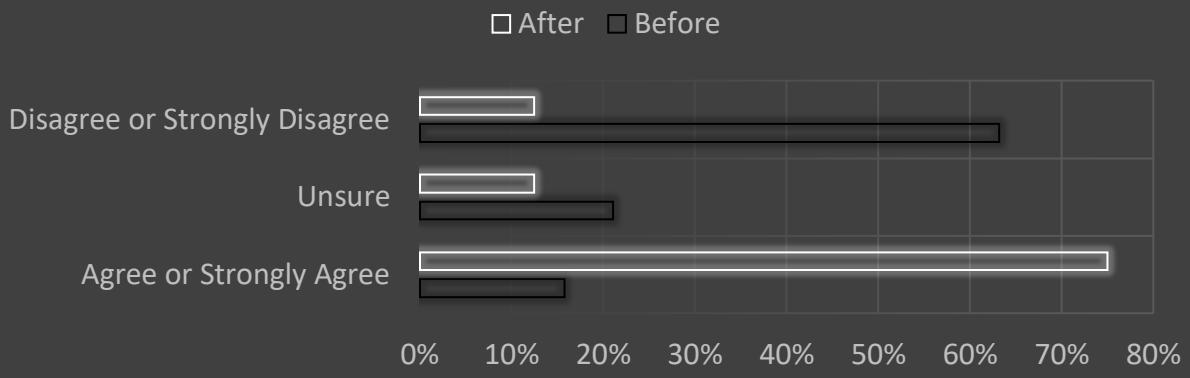
Year 9:

- Learn/more knowledge about university (x42)
- How to apply for university (x24)

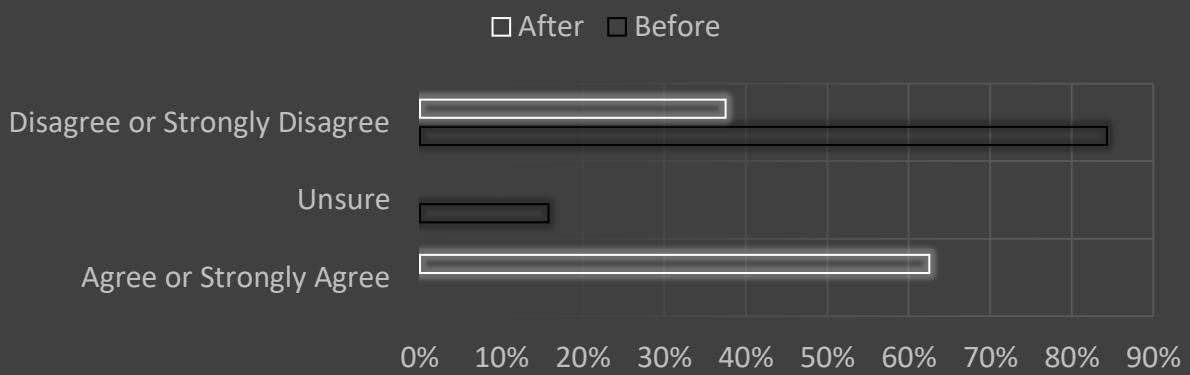
Year 12:

- Learn/more knowledge about university (x7)
- How to apply for university (x7)

**Year 12: "I know enough about Oxford or Cambridge to make a decision about applying"**



**Year 12: "I know how to make a good application to Oxford or Cambridge"**



# Evaluation

- **Application numbers Derby City:**

- 2018

2018	Applications	Offers
Oxford	24	7
Cambridge	16	2

- 2020

2020	Applications	Offers
Oxford	27	9
Derby Scholars	7	3

# The Future

- Blended approach
- Ongoing commitment
- Embedding the programme
- Community of scholars
- Derby Scholars as role models



“there is no one magic element which will address the entrenched social immobility which we see. What is required is a collaborative approach across all agencies and, most importantly, sustained effort, continuing to look at the whole student life cycle when it comes to disadvantaged students, and working with young people on an individual level to discover what fires their imagination, grows their self-belief and helps shape their ambitions.”