

**The  
Scholars  
Programme**



# Information for Schools

Placing PhD researchers into state schools to deliver university-style teaching and learning



# The Brilliant Club

## Mission

The Brilliant Club is an award-winning, independently-evaluated charity that exists to increase the number of pupils from under-represented backgrounds that progress to highly-selective universities. We do this by mobilising the PhD community to share its expertise with state schools as part-time tutors or full-time teachers.

## The Problem

In the UK today, there is an entrenched link between household income and educational success. Pupils from low-income backgrounds are far less likely than their wealthier peers to progress to higher education or secure a high-income job. In Scotland, SIMD20 applicants are 12% less likely to be accepted to university. Fair access to university is a challenge at all levels, but is acute at the most selective institutions.



## The Scholars Programme

The Scholars Programme recruits PhD researchers, trains them as university access professionals and places them as tutors in schools to deliver programmes of university style tutorials to small groups of high potential pupils. Pupils study academic subjects based on their PhD tutor's research, completing weekly homework assignments and a final written assignment. Each programme starts and finishes with a trip to one of our partner universities, where pupils have a campus tour, meet undergraduates and receive guidance from university admissions staff.

The Scholars Programme runs in all regions of England, Scotland and Wales. The programme is available in all non-selective primary schools, secondary schools and sixth-form colleges.

## Our Reach



510

schools



30

partner  
universities



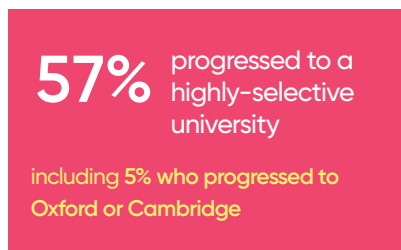
10,350

pupils across  
the country



# Our Impact

To support The Brilliant Club's commitment to outcomes, UCAS conducted an independent analysis of our impact on university destinations of our pupils in England. Analysing a cohort of 323 Scholars Programme pupils who finished Year 13 in Summer 2016, UCAS reported that:



UCAS then evaluated this cohort against a control group with matched characteristics, including ethnicity, prior attainment and postcode. This analysis found a statistically significant positive impact for Scholars Programme pupils:

- Significantly more likely to **apply** to a highly-selective university
- Significantly more likely to receive an **offer** from a university
- Significantly more likely to **progress** to a highly-selective university

Following this analysis, The Brilliant Club is officially recognised on the UCAS application form as an effective extracurricular activity to prepare for university.

## An effective use of funding

The Scholars Programme was identified as an effective use of targeting Pupil Premium funding in England in an Ofsted report, 'The Most Able Students: An Update on Progress Since 2013,' and similarly it may be that schools in Scotland use their Pupil Equity Fund to pay for The Scholars Programme. The Brilliant Club provides its partner schools with a termly impact report outlining the outcomes for all pupils enrolled on The Scholars Programme.

### Knowledge

Q: I have an excellent level of knowledge in the subject that The Scholars Programme focuses on, that goes beyond that of my peers



Q: I can find out new information and use it in my work successfully **without help from adults**



### Ambition

Q: I plan to go on and study at **one of the best universities in the country** when I am older



### Skills

Q: I can **articulate my knowledge and my ideas** successfully in a written piece of work



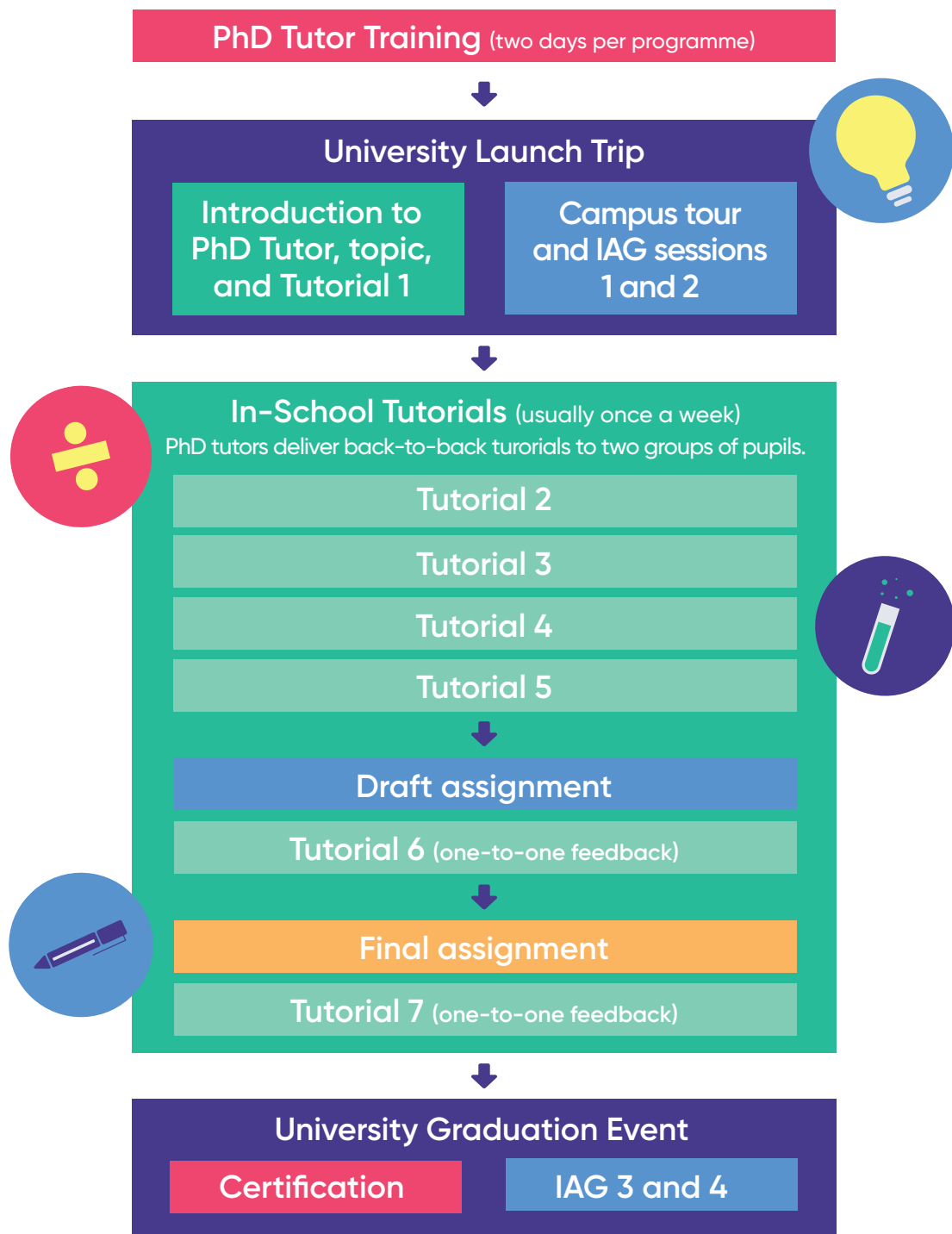
Q: I would **feel confident** talking to a university teacher about my work



“ My son learned that he was capable of achieving much more than he thought he could.

Parent, St. Aidan's Academy, Sunderland

# Programme Breakdown



Age Groups	Term	Tutorial Length (minutes)	Tutorial Size	Tutorial Length (minutes)	Assignment Length (words)
P6/7	Summer	60	2 x 6 pupils	60	1,000
S1/S2	Summer	60	2 x 6 pupils	60	1,500
S3/S4	Autumn / Spring	60	2 x 6 pupils	60	1,500
S5	Autumn / Spring	75	2 x 4 pupils	75	2,500

# Key Features

## Pupil Selection

The Scholars Programme is aimed at high-performing pupils. We ask teachers to choose the pupils that they feel are best-placed to benefit from the programme. Currently, a minimum of 33% of pupils enrolled on the programme should be eligible for free school meals. As an alternative measure, a pupil can be classed as a 'target pupil' if they meet any one of the following criteria: eligible for free school meals, no parental history of higher education in the UK, and living in a low-income area as measured by SIMD. Schools would then need to ensure that at least 55% of pupils enrolled are classed as target pupils. Further information about pupil enrolment is available at the planning stage of the programme.

## Trips

The Scholars Programme begins with a launch trip at a highly-selective university where the pupils take part in their first tutorial with their PhD tutor. The programme culminates in a graduation event typically on a Saturday or evening to recognise the pupils' achievements. Where possible, parents and carers are invited to celebrate their child's success.

## Tutorials

Over the course of the programme, pupils take part in seven university-style tutorials, with the first taking place at the launch trip and the rest in school during the school day. The tutorials emulate a university-style learning experience, covering 'supra-curricular' content in small groups. In the last two tutorials, PhD tutors give one-to-one feedback on pupils' assignment marks and on their performance throughout the programme.

## VLE

All pupils have access to The Brilliant Club's virtual learning environment (VLE), which mimics platforms that pupils can expect to use at university. The VLE includes a moderated message system that enables pupils to interact safely and securely with PhD tutors online between tutorials. Pupils can also use the VLE to download course materials; upload their assignments; and access the Bright Knowledge resource library, which has hundreds of articles and videos on careers, education and university life.

## Final Assignments

After their sixth tutorial, pupils submit an extended final assignment, which is assessed at one level above their current CfE Level. Weekly homework and multiple choice questions help pupils to build towards the final assignment. These are marked by PhD tutors, and moderated by tutors and qualified teachers, with pupils graded in the university style (1st, 2:1 etc).

## PhD Tutors

To be accepted onto the programme, doctoral and post-doctoral researchers must pass a competitive assessment process, including a PGC check. All PhD tutors complete two full days of training, which is delivered by qualified teachers and PhD graduates. The training is designed to make the most of the PhD tutors' unique passion for their subject and their academic knowledge, by helping them structure a robust and engaging programme for pupils.



## Logistics

We strive to make our programmes as easy as possible for teachers to run in school. Each school is assigned a Programme Officer who acts as a single point of contact. The Programme Officer oversees all the planning and communication with PhD tutors and universities, including support in organising the trips. All partner schools receive a guidance pack containing all the information needed to run the programme effectively.

## Value for Money

Our PhD tutors are all interviewed, trained and paid. To support this, partner schools make a financial contribution to the programme of £160 per pupil. This contribution will remain frozen, as it has for the last five years, thanks to support from our university partners who also contribute to the costs of the programme.

We are committed to ensuring that The Scholars Programme continues to provide great value to schools. This year we will be adding a seventh tutorial to each placement, offering an enhanced programme of IAG to S5 pupils, and beginning to introduce a new online monitoring and evaluation system.

# Course Handbook Breakdown


**Course Rationale**

How do we know exactly how to reconstruct what life would have looked like in the past, as they did in the movie Jurassic Park?

Fossils can tell us many things about what life was like in the past. When palaeontologists find, collect, and examine fossils, we can find out what they might have looked like and what kind of lifestyles they might have had. When we gather lots of different fossils together, we can start to build a picture of what the entire environment might have been like and how diverse these kinds of ecosystems were.

In this course, we will attempt to decode Earth's diversity and look at what life was like on our planet from the time the first multicellular organisms appeared 542 million years ago, right up until the present day. We will examine key scientific articles and inspect some fossil data for ourselves by applying techniques used by palaeontologists across the world today.

Each tutorial will be accompanied by an assignment where a key scientific skill will be put into practice, such as finding the most reliable sources, tailoring scientific language, and interpreting data. Then, for the final assignment, we bring all of our new knowledge and scientific skills together to create an informative review of the current literature, and build our own picture of what life would have been like millions of years ago...



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For pupils in S3-S5, each course is individually designed by the PhD tutor and based on their research. PhD tutors produce a course handbook in line with our template, which is designed to ensure that pupils are supported and challenged throughout.

**Glossary of Keywords**


Word	Definition
Palaeontology	The study of the history of life on Earth using fossils. It is a scientific discipline that uses techniques from several other disciplines (pg. 9)
Deep Time	When scientists refer to 'deep time' they generally mean a time that occurred thousands to millions of years before the present day. This time is represented on the Geological Time Scale (see below).
Geological Time Scale	A colourful chart that shows the different periods of geological time, from the present day back to the Hadean when the Earth first formed.
Fossilisation	The process by which a fossil is formed, the study of which is called Taphonomy. For the definition of what a fossil is, see Tutorial 1.
Tetrapod	A four-limbed terrestrial vertebrate. This group first appeared in the Devonian and can still be seen across the world today.
(Bio)diversity	The variety and variability of life on Earth.
Palaeodiversity	The variety of life that existed on Earth before the present day.
Extinction	When an organism no longer exists. In palaeontology, this is indicated by the organism no longer appearing in the fossil record.
Diversity Curve	A graph that shows the number of species across a period of time.
Fossil Record	The fossils available to palaeontologists for study.

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## Rationale

Every course includes a rationale that serves as an introduction for pupils. The rationale provides a hook for the course to get pupils excited about what they will be learning.

The Scholars Programme



Decoding Diversity through Deep Time

Pupil Name: \_\_\_\_\_

Handbook Designed by Emma Dunne (University of Birmingham)

UNIVERSITY OF BIRMINGHAM

UNIVERSITY OF STRATHCLYDE

## Glossary

Every course handbook contains a glossary of key vocabulary to introduce students to technical and subject-specific vocabulary.

**Mark Scheme**

Skill	1:1	2:1
Language and Scientific Fluency	<ul style="list-style-type: none"> <li>Writing is strong in its organisation, layout and structure</li> <li>All information discussed is relevant to question being answered</li> <li>Spelling, grammar and punctuation is flawless</li> <li>Good effort has been made in using scientific terminology to show understanding of concepts covered</li> <li>Writing in an appropriate style for a scientific essay</li> </ul>	<ul style="list-style-type: none"> <li>Pupils demonstrate some understanding of TB, not all topics are completely understood</li> <li>Some effort has been made in utilising key words and scientific language</li> <li>Inconsistent style of writing</li> <li>Some incorrect use of scientific language</li> </ul>
Scientific Research, Sourcing and Referencing	<ul style="list-style-type: none"> <li>Pupils demonstrate sources beyond those discussed in class</li> <li>Good use of sources to support essay</li> <li>Reference list is used to acknowledge the work of others</li> <li>Pupils can compare and discuss differences in research and relate to the essay as appropriate</li> <li>An effective range of sources are used (books, research papers, newspapers...)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have not used sources beyond that discussed in tutorials</li> <li>Little effort has been made to apply scientific research to the discussion</li> <li>Sources may be unreliable</li> <li>Pupils have incorrect/no referencing</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>Pupils have analysed the current medical advances made in treatment for TB and are able to suggest others based on their research</li> <li>Pupils give good reason and explanation for points given</li> <li>Pupils have a clear argument with support from relevant sources</li> <li>Limitations of the literature are recognised</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have given a brief summary with little detail</li> <li>Writing lacks constructive evaluation of the treatments available and the potential for development</li> <li>There are limited examples of independent thought</li> <li>Arguments are poorly structured</li> <li>Conclusions are poorly reasoned with little support from research papers</li> </ul>
Understanding of Biological Processes	<ul style="list-style-type: none"> <li>Pupils explain the biological background of TB clearly, and is able to link TB to the cascade of events that occur later</li> <li>A diagram/ image is used to support the demonstration of understanding</li> </ul>	<ul style="list-style-type: none"> <li>Pupils demonstrate some understanding but it is clear that some confusion exists</li> <li>The link between TB and resources is poorly described and little effort is made to support the answer with other resources</li> </ul>
Language and Scientific Fluency	<ul style="list-style-type: none"> <li>Writing is strong in its organisation, layout and structure</li> <li>All information discussed is relevant to question being answered</li> <li>Spelling, grammar and punctuation is flawless</li> <li>Good effort has been made in using scientific terminology to show understanding of concepts covered</li> <li>Writing in an appropriate style for a scientific essay</li> </ul>	<ul style="list-style-type: none"> <li>Pupils demonstrate some understanding of TB, not all topics are completely understood</li> <li>Some effort has been made in utilising key words and scientific language</li> <li>Inconsistent style of writing</li> <li>Some incorrect use of scientific language</li> </ul>

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## Mark Scheme

Mark schemes show what a typical 1st and 2:2 level assignment demonstrates in terms of the understanding of the course content and the subject-specific skills applied.

**Homework Assignment 5 – The Final Assignment**

Now it's over to you! Using the topics covered in each of the five tutorials and the last three homework assignments, you will compose a literature review to summarise the diversity of your chosen group of organisms. Armed with the constructive feedback you received from your classmates in Tutorial 5, it's now time to get writing!

Compose the title of your assignment by completing this sentence:

**Life in the [your Era]: A Case Study of the [your group]**


**Suggested structure:**

Introduction	<ul style="list-style-type: none"> <li>Background information on your group of organisms and the Era which you have chosen to study, based upon the information you found in your sources.</li> </ul>
Main body	<ul style="list-style-type: none"> <li>Describe the patterns seen in your diversity curve – don't forget to include an image (screenshot) of it! What might have caused these patterns?</li> <li>Comment on the reliability of your sources of information</li> </ul>
Conclusion	<ul style="list-style-type: none"> <li>Summarise your main findings and <b>expand on the ideas</b> you mentioned in the conclusion of your presentation and include sufficient evidence to back up your conclusions!</li> </ul>
References	<ul style="list-style-type: none"> <li>Include a list of references at the end of your essay, formatted as outlined in Appendix 1.</li> </ul>

**Requirements:**

- 2,000 words (+/- 10%)
- Word document or Google doc
- A4,Calibri or Times font, size 12
- Submit using designated tab on the VLE
- Remember to include your full name on the document!

**Deadline: April 5th**



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## Final Assignment

At the end of every course, pupils write an extended final assignment or complete a problem set. This work is pitched a level above the pupils' current CfE level and provides the opportunity to demonstrate content and skills developed throughout the course.

# Course Handbook Examples

At P6-S2, we work with PhD tutors and university partners to design template courses that are appropriately pitched. At S3-S5, course handbooks are individually designed by PhD tutors and are based on their own academic research. As such, as well as working with PhD experts, pupils taking part in The Scholars Programme study unique courses based on cutting-edge academic research.


The Scholars Programme



**Machine Learning and Big Data: Improving Coin Sorting Efficiency**

Pupil Name

Handbook Designed by **Drew Dirvenkott**



The Scholars Programme




**Gender & Advertising**

Pupil Name

Handbook Designed by **Name: Jessica Simpson**




The Scholars Programme



**Fighting in Feathers: Native Americans in World War II**

Pupil Name

Handbook Designed by **Emily Magroth**



The Scholars Programme



**The Physics of Light: How we can use LASERS to cure disease**

Pupil Name

Handbook Designed by **Helen Parker**



The Scholars Programme



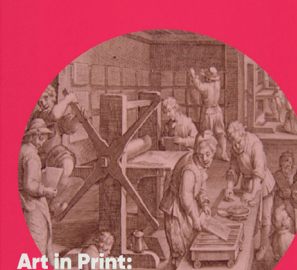
**Tackling Heart Attacks with Bubbles**

Pupil Name

Handbook Designed by **Adeel Shafi**




The Scholars Programme



**Art in Print: Print Culture and the Early Modern Arts**

Pupil Name

Handbook Designed by **Noomi Lebens**



The Scholars Programme



**Can Cinema Save the Planet?**

Pupil Name

Handbook Designed by **Nicola Runciman**



**Homework 3:**


In today's tutorial we have been thinking about how **gattaca** can help us to understand a film's environmental message. The homework will give you the opportunity to look at an important aspect of Japanese culture which is part of the context for *Princess Mononoke*.

- Watch the clips provided from *Princess Mononoke* (Hayao Miyazaki, Japan, 1997) - details of how to access these can be found on the VLE.
- Read the following extracts from Appendix 4:
  - Melanie Chan's explanation of 'Shinto, Animism and Kami' in Japanese culture (p. 48)
  - Melanie Chan's explanation of 'The Forest' in Japanese culture (p. 42)

As you read, underline any words you do not know. Look them up in a dictionary or online and make a note of their meaning next to them in your handbook.


Write a short answer (100-150 words for each) to the following three questions:

- Explain the following terms in your own words: *gattaca*, *Shinto*, *Kami*.
- What examples can you find in the clips to show how Miyazaki uses gattaca in *Princess Mononoke*?
- What environmental message do you think Miyazaki wants to communicate in *Princess Mononoke*?



**DEADLINE:** You should send me your work on the VLE by midnight on Saturday 12th March 2016.  
You will receive feedback via the VLE before our next tutorial.

**Tutorial 4 - Princess Mononoke**



**Today's Key Question(s):**

- How do films communicate across different cultures?
- What can film tell us about different cultural attitudes towards the environment?

**What is the Purpose of Tutorial 4?**

- To understand the idea of films as products in a global marketplace
- To evaluate film's strengths and limitations as a medium for communicating ideas across cultures.

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# Impact Report Breakdown

## Breakdown of Pupil Self-Evaluation

Statement	Strongly Agree / Agree Before	Strongly Agree / Agree After
<b>Pupils Attending Launch Trip</b>		
I have enjoyed visiting this university for The Scholars Programme Launch Trip	100%	100%
The Scholars Programme Launch Trip went beyond my expectations	100%	100%
I have learned something I didn't know about this university before	100%	100%
I am more likely to apply to this university after visiting today	100%	100%
I will be able to study at this university when I am older / I work hard at school	100%	100%
<b>Pupils Attending Launch Trip + Graduation Trip</b>		
I enjoyed having to learn by myself when I am	100%	100%
Understanding the subject that The Scholars Programme focuses on is important to me	100%	100%
I have a good level of knowledge in the subject that The Scholars Programme focuses on	100%	100%
I can complete written work to the same standard as a GCSE pupil	100%	100%
I would feel confident talking to a university teacher about my work	100%	100%
I can explain my knowledge and ideas successfully in a written piece of work	100%	100%
My study skills are excellent compared with others in my year group	100%	100%
When I study I put important ideas into my own words	100%	100%
I think I will be able to use what I learn in The Scholars Programme in other classes	100%	100%
I understand how and why people study when they are at university	100%	100%
I am capable of studying at a highly selective university	100%	100%
How likely do you think it is that you will ever apply to go to university to do a degree?	100%	100%
How likely do you think it is that you do apply to go to university you will get in?	100%	100%
<b>Pupils Attending Graduation Trip</b>		
I have enjoyed visiting this university for The Scholars Programme Graduation Trip	100%	100%
The Scholars Programme Graduation Trip went beyond my expectations	100%	100%
I have learned something I didn't know about this university before	100%	100%
I am more likely to apply to this university after visiting today	100%	100%
I will be able to study at this university when I am older / I work hard at school	100%	100%
I enjoyed The Scholars Programme and would like to take part again next year	100%	100%

Note - Pupils responded to the statements using a five-point scale from 'strongly disagree' (1) to 'strongly agree' (5). The table shows the percentage of pupils who agreed or strongly agreed with a statement at the launch event and the graduation event.

At the end of each programme, we provide a bespoke impact report to each school. This outlines the performance of the group as a whole, and the performance of pupils eligible for free school meals separately. These reports include data on pupils' progress against The Brilliant Club's six competencies, their achievement on the programme and their self-evaluation responses.

## Scores (Average scores across the Autumn 2016 Scholars Programme)

In order to help school leaders and teachers to further assess the programme we also include the average performance across the Autumn 2016 Scholars Programme. The following table shows the average percentage scores both for programme completion and pupil attainment across the 345 schools that took part in the Scholars Programme in Autumn 2016 across the country, the 36 schools within the East of England and within your school specifically.

All Pupils	National Average	Regional Average	Your School
<b>Programme Attainment and Completion</b>			
% registered pupils going on to submit final assignment	96 %	93 %	100 %
Average tutorial attendance	93 %	95 %	93 %
<b>Academic Achievement</b>			
% registered pupils achieving 1st	24 %	23 %	10 %
% registered pupils achieving 2.1	40 %	42 %	20 %
% registered pupils achieving 2.2	21 %	21 %	40 %
% registered pupils achieving 3rd	8 %	7 %	20 %

Ever6FSM	National Average	Regional Average	Your School
<b>Programme Attainment and Completion</b>			
% registered pupils going on to submit final assignment	96 %	90 %	100 %
Average tutorial attendance	92 %	92 %	89 %
<b>Academic Achievement</b>			
% registered pupils achieving 1st	15 %	17 %	0 %
% registered pupils achieving 2.1	38 %	38 %	33 %
% registered pupils achieving 2.2	28 %	22 %	33 %
% registered pupils achieving 3rd	10 %	11 %	33 %
% registered pupils working towards a pass	5 %	6 %	0 %
% registered pupils not submitting	4 %	10 %	0 %

## Assessing Competencies

The Scholars Programme uses a competency framework that sets out how we support pupils to progress to a highly-selective university. This framework is built upon a series of cognitive and non-cognitive skills that the literature shows as having a positive impact on academic attainment.



## Regional Comparisons

We benchmark individual school data alongside regional and national averages to help schools further assess their impact.

## Breakdown of Marks Awarded in Final Assignments

Pupil Name	PhD Tutor	Final Assignment Grade	Tutorial Attendance
Pupil 1	Dr Smith	DMS	87 %
Pupil 2	Dr Smith	1st	100 %
Pupil 3	Dr Smith	2.2	100 %
Pupil 4	Dr Smith	2.2	100 %
Pupil 5	Dr Smith	2.2	100 %
Pupil 6	Dr Smith	2.1	100 %

## Ever6FSM/Non-Ever6FSM Comparison

Averages	Non-Ever6FSM	Ever6FSM
% 1st/2.1 Grades	29 %	33 %
Tutorial Attendance	95 %	89 %
SMC Lowest 25%	100 %	100 %

Note - Assignments are marked by PhD tutors in line with mark schemes that reflect the assessment criteria for pupils who are one key stage above. Assignments are then moderated by qualified teachers.

- For Key Stage 3 programmes, a 1<sup>st</sup> class assignment is roughly equivalent to a grade A at GCSE, with a 2.1 being roughly equivalent to a grade B. However, the nature of the assignments does mean that marks may not always be comparable, as they would not necessarily fit neatly with GCSE exam mark schemes.

We have designed The Scholars Programme around six competencies that the literature suggests will be effective in developing the knowledge, skills and ambition needed to progress to a highly-selective university.

- Written and Verbal Communication
- Subject Knowledge
- University Knowledge
- Motivation and Self-Efficacy
- Meta-Cognition
- Critical Thinking

## Programme Overview

This section is designed to give a brief overview of the Autumn 2016-17 Scholars Programme at The National Academy including giving details of the Launch Trip, tutorials and Graduation Event. Alongside this is included a report on pupil targeting and a summary of the programme outcomes, including a breakdown of pupil achievement, an overview of the self-evaluation scores that pupils reported and finally in comparison of the pupils' performance against other schools.

Launch event held at	University of Cambridge
Tutorials held in school	November 8, 2016 - January 11, 2017
Assignment deadline	December 16, 2016
Graduation event held at	University of East Angles
	February 4, 2017
Number of pupils attending Launch Trip	10
Number of assignments submitted	10
Number of pupils attaining a 1 <sup>st</sup> or 2.1 in their final assignment	3
Number of pupils with 100% tutorial attendance	7
Number of pupils attending Graduation Trip	8
Number of pupils eligible for free school meals within the last six years	5
Number of pupils living in top 10% most deprived postcodes (IMD)	6
Number of pupils living in top 25% most deprived postcodes (IMD)	10

## Pupil Attainment

We use university-style grades to show the attainment of each pupil on the final assignment. A baseline assignment is used to show the academic progress over the course of the programme.

## Targeting and Tracking

We break down the impact on target and non-target pupils so that schools can evidence their Pupil Equity Funding spend.



# University IAG Conference

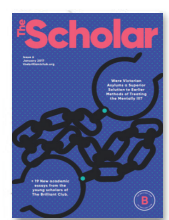
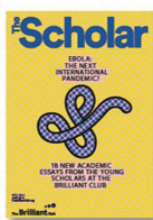


The Brilliant Club offers information, advice and guidance on university access to all pupils enrolled in The Scholars Programme. Following this, free regional University Access Conferences will be held for S5 participants in the summer term. For pupils in S5, this structured programme of support is offered after their graduation event and is delivered through a personalised online platform.

These events will include workshops on personal statement writing, making the most of opportunities at university, and interview preparation, all run by the charity's university and corporate partners. It ensures that all pupils who complete The Scholars Programme make the most of their experience and are supported to make a compelling application to a highly-selective university.

## The Scholar

The Scholar is The Brilliant Club's peer-reviewed academic journal. It celebrates the work of pupils across the country and introduces them to the world of published academic research. Each term, our PhD tutors recommend the best assignments for review and publication. We receive around 50 submissions for every edition, of which 20 are typically chosen by our review panel of PhD tutors. The selected pupils and their schools all receive a copy of the journal, which is introduced by academics and admissions staff from the UK's research-intensive universities.



# Working With Us



**Maryam Khalifa**  
Pupil, Lampton  
School, Hounslow

“

I don't think I would be at Cambridge and I don't think I would be studying law if it wasn't for The Brilliant Club. It was powerful to have someone recognise my ability at a young age and that I should be considering going to a top university...it gives you more drive just to work that little bit harder to get there.

”



**Lucy Hemsley**  
Head of Higher  
Education and Upper  
Ability Provision,  
Cheltenham Bournside  
School and Sixth Form  
Centre

“

The Scholars Programme immediately appealed to me for its academic rigour, its links with top universities and its ability to deliver a programme that not only takes students into universities, but also brings PhD researchers into schools, so that students can experience university-style tutorials. Every single one of our students showed increased confidence in both their academic ability and in their potential to study at a top university.

”



**Helen Parker,**  
University of  
Edinburgh

“

All the students wholeheartedly threw themselves into some very challenging material. I was impressed with their enthusiasm and energy from our first encounter and throughout. All students surpassed my expectations and I regularly found myself talking to colleagues at the Queen's Medical Research Institute about all the fantastic ways I saw them develop. My hopes for the students are that they all recognise their abilities for how exceptional they are. Finally, they should all feel very proud of themselves and I wish them the very best in the future. Maybe I'll pass them in a corridor at University of Edinburgh one day when they're doing their own research!

”



**Adeel Shafi**  
University of  
Edinburgh

“

I am extremely proud of each and every one of my pupils. It has been a pleasure to get to know them and teach them over the last few months. I have seen potential in everyone, I hope they use this experience and build on the feedback I provided as they begin to embark on a journey to great success, which I know is waiting for them. I wish them all the best for the future.

”



**Tom Levinson**  
Head of Widening  
Participation at  
Cambridge University

“

The Brilliant Club's model is both innovative and impactful and closely articulates with the widening participation objectives of the University of Cambridge. Best of all, they 'get' the WP context and particular challenges of highly selective universities, which is vital to effective partnership.

”

**Parent**  
Hyndland  
Secondary School

“

The Brilliant Club has presented a wonderful opportunity for our daughter. She has been inspired by the topic and totally enjoyed all the learning. All pupils need more opportunities like this—this is what learning should be for all children. Thanks!

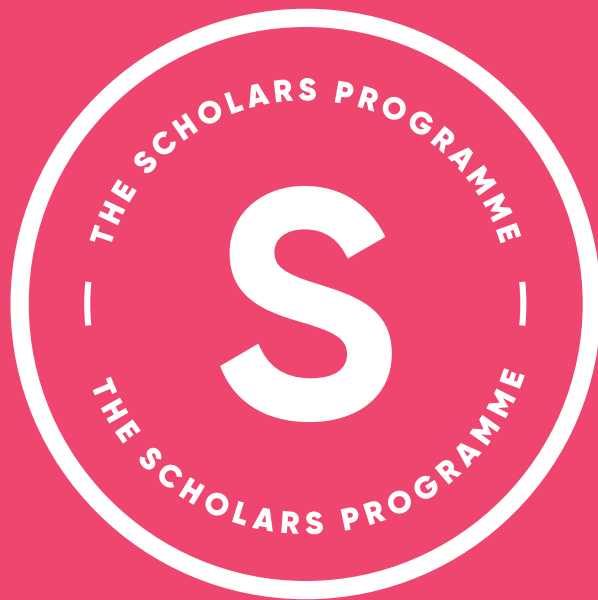
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# Our University Partners



## Get In Touch

Please get in touch with Leanne (National Programme Director) at [leanne@thebrilliantclub.org](mailto:leanne@thebrilliantclub.org), or call our National Office on 020 7921 4549.



[thebrilliantclub.org](https://thebrilliantclub.org)