



TRINITY COLLEGE  
UNIVERSITY of OXFORD



# Trinity College Schools' Outreach Programme Our Impact 2022-2023



# Outreach at Trinity College

The Trinity College Access Department team is part of a community of committed outreach staff working across the University of Oxford. We work collaboratively with academics, students, and staff across the University to support students, prospective applicants, teachers, and families. Whilst we are committed to recruiting the best students from the widest range of backgrounds, we also want to raise student expectations and help realise aspirations wherever we can, and therefore work in both primary and secondary schools.

At Oxford, each college or consortium of colleges is linked to a region in the UK. This ensures that schools in the region have a named point of contact, from whom they can request information, organise visits or request advice and guidance about applying to Oxford.

Trinity College is linked with schools in Oxfordshire, Milton Keynes and those in North-East England in Darlington, Durham, Hartlepool, Middlesbrough, Redcar and Cleveland, and Stockton on Tees. We work in partnership with St Anne's College and Christ Church as members of the Oxford for North East consortium to support prospective applicants, teachers, and parents across the North East England.

We prioritise outreach engagement with schools with lower rates of student progression to higher education, especially to high-tariff universities and to the University of Oxford. We also prioritise engagement with students from backgrounds that are under-represented at the University of Oxford.

The University of Oxford's targets and aims for 2022-23 were as follows:

OFS <sup>1</sup> agreed access targets 2020/21 to 2024/25 (currently under review)	Access and outreach programme aims
<b>TARGET 1</b> To reduce the gap in participation rates for disadvantaged students (ACORN) to 3:1 by 2024-25.	<b>AIM 1</b> Increase knowledge of the benefits of higher education.
<b>TARGET 2</b> To reduce the gap in participation rates for under-represented students (POLAR4) to 8:1 by 2024-25.	<b>AIM 2</b> Develop realistic attitudes about Oxford ("Demystifying Oxford").
<b>TARGET 3</b> To eliminate the gap in offer rates for Asian applicants by 2021-22.	<b>AIM 3</b> Increase awareness of the breadth of university courses and where they lead post-university.
<b>TARGET 6</b> To help raise attainment in schools through a programme of student and teacher focused activities in 2019-20.	<b>AIM 4</b> Increase awareness of the distinctive features of studying at Oxford.
	<b>AIM 5</b> Application process: A. Increase understanding about the application process its stages, deadlines etc. B. Develop practical skills to improve performance in the various admissions stages.
	<b>AIM 6</b> Increase motivation to learn and study.
	<b>AIM 7</b> Improve skills necessary for university study.
	<b>AIM 8</b> Broaden subject knowledge.
	<b>AIM 9</b> Raise attainment.

<sup>1</sup> The University of Oxford has an Access and Participation Plan agreed with the Office for Students. The targets outlined here relate directly to those associated with increasing access to students from underrepresented and/or disadvantaged backgrounds. Details of the agreement can be found here <https://academic.admin.ox.ac.uk/app>. These targets are currently under review for 2024 onwards

# Our Access department team supporting schools in Oxfordshire, Milton Keynes and the North East

**Hannah Rolley** is the Head of Access, and oversees the development and delivery of the access activity across all three of our linked regions and is based full-time in Oxford. Hannah also coordinates and delivers the year-long online teacher CPD programme, online work with parents and primary school engagement.

Access Officer, **Robert Harrison**, is based full-time at Trinity College and supports the Head of Access to deliver our programme in local schools in Oxfordshire and Milton Keynes. The Access Officer also runs all outreach events and school visit days to the College and oversees our thriving undergraduate ambassador programme.

Based full-time in the Northeast, Senior Access Officer **Richard Petty** supports the work of the Oxford for North East Consortium (OXNE). OXNE works to ensure that Trinity, St Anne's, and Christ Church colleges deliver coordinated support across the region. OXNE colleges work collaboratively, delivering an extensive school outreach programme offering bespoke local support to students of various ages, parents and teachers. Support includes the Aim for Oxford programme for potential Year 12 applicants, a series of Oxford application support workshops, information for parents and teachers, a North East offer holder event and other events for students in conjunction with the University of Cambridge.



# Summary of our work in 2022-23

It has been another effective year for Trinity College Access Department. 2022 was the first full year of in-person programme delivery since March 2020. We delivered outreach workshops and sessions through virtual, in-person and hybrid formats which continue to offer increased accessibility for teachers, students, and parents.

We welcomed into the College over 1,900 students in Years 4-13 from over 112 schools in Oxfordshire, Milton Keynes and the North East. During these visit days, students learned about student life, admissions at Oxford and took part in academic taster sessions. These visits included four residential programmes of activity for 118 students from seven different schools in the North East.

We worked with over 7,200 students in their schools across our three linked regions, engaged with over 800 parents in online sessions and welcomed 85 teachers to our online CPD programme. Building on our stated intention to increase engagement with teachers, we hosted two teacher conferences, which were attended by 75 school colleagues and two residential programmes for up to 20 teachers at Trinity College.

We continue to partner with third-sector organisations Universify, the Brilliant Club and The Oxford Hub. Through these partnerships, we hosted residential experiences for 62 students in Years 9 to 11, and over 240 children in Years 4 to 6 visited Trinity College from five primary schools in Oxfordshire.

In 2022-23, we hosted 100 Year 12 students and programme leaders for Target Oxbridge and 44 UNIQ residential students in College in April and June respectively. We also collaborated with the Oxford Centre for Islamic Studies, to offer another 'Access to Oxford' day exclusively for 64 young women in Years 10-12 with Bangladeshi and Pakistani heritage. We hosted a similar access day for 55 Year 12 students from Black African and Caribbean backgrounds in collaboration with the Oxford African & Caribbean Society and Brasenose College.

The Classics tutors continued to run the OxLAT Extension Programme in Classics and the Ancient World for state school students in Oxfordshire and the current cohort includes 16 students in Years 11 to 13.

We also ran three offer holder welcome events, both in Oxford and the North East, for 57 and 42 students respectively, and offered coaching support to five Trinity College offer holders from under-represented backgrounds during Year 13 and throughout their first year as an undergraduate in 2022-23.

In 2022-23, Trinity made three offers to students from disadvantaged backgrounds through Opportunity Oxford, the University of Oxford's bridging programme. Trinity is delighted to have also made five offers, in the first phase of the University's Astrophoria Foundation Year with four students taking their place in 2023. This foundation year course is for UK state school students with high academic potential who have also experienced severe personal disadvantage or disrupted education.

As the following report highlights, our outreach engagement with parents, teachers and students has continued to receive positive feedback from all during 2022-23 and we have continued the College's positive trajectory toward our long-term aim of achieving a more representative undergraduate community. For example, the proportion of undergraduates admitted to Trinity College from state schools increased from 53.6% in 2018 to 60% in 2022 and those admitted from socio-economically disadvantaged areas increased from 8.6% to 13.4%.

Though we acknowledge there is still much for us to achieve in terms of widening access, we have made good progress toward our aim to become a diverse and widely representative community, in which students of all backgrounds feel equally valued, supported, and able to flourish.



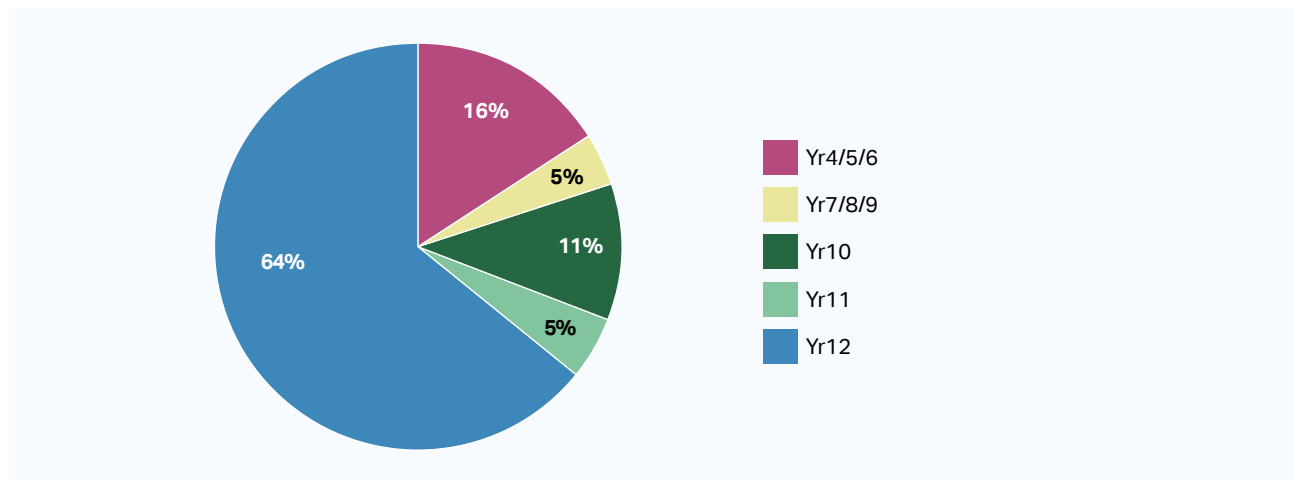
# Trinity College outreach provision for students, parents and teachers 2022-23

## For students

2022 was the first full year of in-person outreach programme delivery since March 2020. Between September and August, we welcomed over 1,900 students into college from over 112 different schools in Oxfordshire, Milton Keynes, and the North East,

during which they heard about student life and admissions at Oxford, and took part in academic taster sessions. These visits included four residential programmes of activity for 118 students from over seven different schools in the North East.

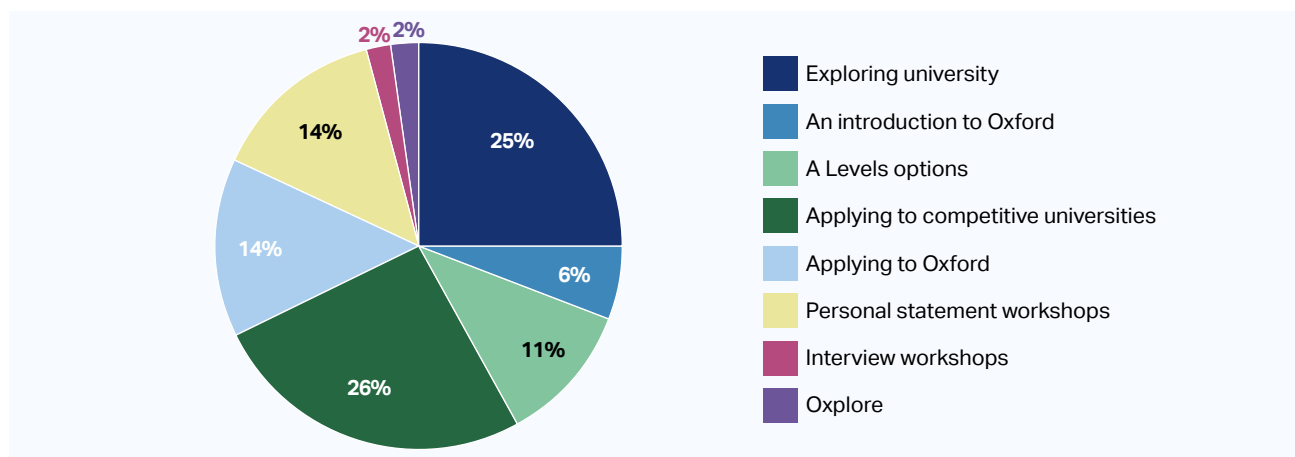
## The proportion of 1,900 students who visited Trinity College to find out about the University of Oxford by year group



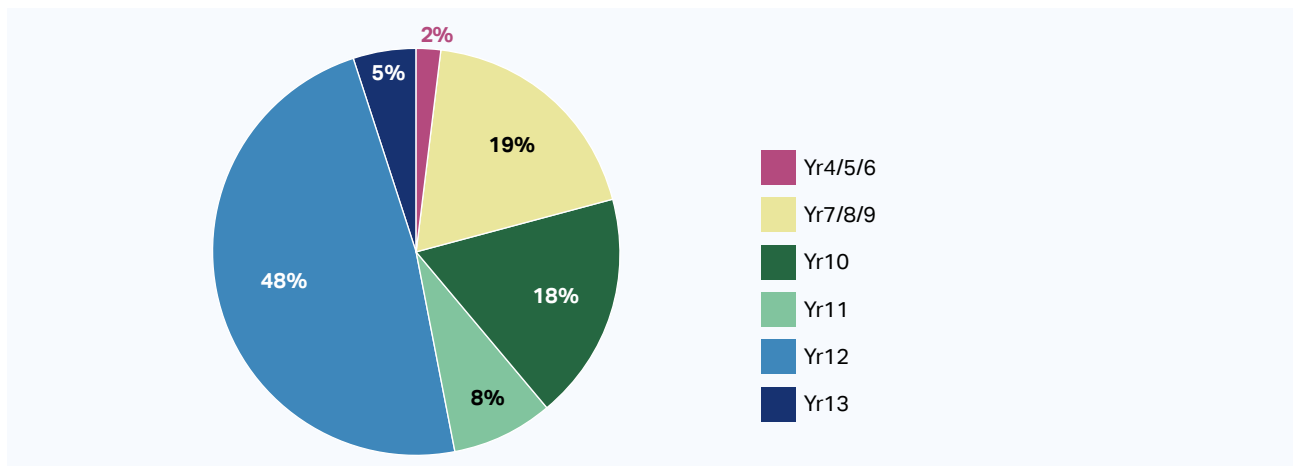
We also worked with over 7,200 students in their own schools in Oxford, Milton Keynes, and the North East. This work supported students in Year 4 to Year 13 to develop their knowledge and understanding of the benefits of going to University,

GCSE and A Level choice, support to apply to competitive universities, admissions guidance to apply to Oxford, personal statement and interview workshops and Oxplore thinking skills sessions.

## The proportion of 7,200 students we work with in schools by session type



## Proportion of 7,200 students we worked with in their schools by year group



## Feedback from visits to Trinity College

Feedback from all students<sup>2</sup> visiting Trinity College to learn about Oxford as a future destination has been very positive this year, as the following responses to our post-visit survey show:

97% completely or mostly agreed they had a better understanding of student life and the academic demands after the visit than before, and 89% completely or mostly agreed they knew more about the application process after the visit than before.

Encouragingly, 76% said they were also now more likely to consider applying to Oxford, and when asked to tell us what influenced this,<sup>3</sup> 44% said it

was hearing about the tutorial style teaching, 76% said it was hearing about student life, 60% said it was meeting our students and 76% said the tour of the College influenced this. Of those who told us they were less likely to apply after the visit, 67% said the application process and the entry requirements influenced this, 17% said it was hearing about the tutorials and 33% said it was hearing about student life. This feedback shows we are successfully raising awareness of the distinctive features of the University of Oxford, increasing knowledge of the application process and helping young people make an informed decision as to whether the University of Oxford is right for them.



*Knowing about the tutorial system in Oxford really intrigued me because it's exactly the way I want to receive education.*  
**SECONDARY AGE STUDENT VISITING THE COLLEGE**

*The visit really helped me to think about my university choice and course.*  
**SECONDARY AGE STUDENT VISITING THE COLLEGE**

<sup>2</sup> 66 students in years 9-12 responded to our feedback surveys

<sup>3</sup> Respondents were invited to tick all that applied

## Feedback from our work in schools

Our work with younger students in Years 7-11 in schools is vitally important as we aim to help develop an understanding of the benefits of higher education from a much earlier age than Sixth Form. Our work with younger year groups also aims to develop an understanding of the breadth of university courses and where these might take students post-18.

Feedback from our Exploring University talks suggests that we are achieving this. 98% either completely or mostly agreed that they now have a much greater understanding of the benefits of higher education and the greater choice of careers available to them after university. 87% completely or mostly agreed that they are now much more likely to consider university as a possible future option after the talk, while 8% said they had already been considering this.

As not everyone can visit the College and experience what life might be like first-hand, we also aim to raise student awareness of the distinctive features of the University of Oxford and develop an understanding of the application process through our work in schools.

Feedback from younger students in Years 10-11,<sup>4</sup> who attended our Introduction to Oxford talks, has been very positive, evidencing that we seem to be raising awareness effectively for these year groups too. 90% completely or mostly agreed that they are now much more aware of the distinctive features, such as the collegiate or tutorial system at the University than before, whilst 8% said they already knew a lot about this. 96% also said they completely or mostly agreed that they now understood much more about life at Oxford and the academic demands, and 92% said they completely or mostly agreed they had much greater knowledge about the importance of course choice than before. 70% also said they completely or mostly agreed they are now more likely to consider applying to Oxford in the future than before the talks.

*It was so useful to find out that it doesn't matter what degree you have as you can get into any job if you have a degree!*

**YEAR 7-9 STUDENT**

*I found out about the courses and the cost of university.*

**YEAR 7-9 STUDENT**

*I think the advice on subject choice, as well as the guidelines on what we can do now and what we will need to do in the near future were very helpful.*

**YEAR 11 STUDENT**

*I learnt about the diverse and immense amount of people from all sorts of backgrounds!*

**YEAR 10 STUDENT**



<sup>4</sup> 50 students responded to our feedback survey



Feedback from our work with Year 12 students in their schools has also been very positive, showing we are helping them to develop their skills, knowledge and understanding of the university application process in general as well as the University of Oxford specifically. For example, of the Year 12 students attending<sup>5</sup> our Applying to Competitive Universities talk, 96% said they now have a much greater understanding of the application process both in general and for Oxford than before. 64% said they were now more likely to apply to a competitive university than before, whilst 13% were already considering this. 44% said they are now more likely to apply to Oxford than before, with 8% already considering this.

We also help Year 12 and 13 students develop practical skills to improve their performance in the various admissions stages. Feedback shows this has also been an effective part of our outreach programme valued by prospective applicants from the state school schools. Of those participating in our personal statement workshops who gave feedback,<sup>6</sup> 100% completely or mostly agreed that following the session, they knew much more about what admissions tutors look for in the personal statement than before, with 94% completely or mostly agreeing they also had much more confidence about writing their own personal statement. 94% also completely or mostly agreed they knew much more about how to structure their personal statement and what to focus on in relation to super-curricular activities than before the session.

In 2022-23 Trinity College continued to actively support the University-wide outreach programmes Target Oxbridge<sup>7</sup> and UNIQ<sup>8</sup>. Target Oxbridge offers transformational experiences for their participants and 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 the universities of Oxford or Cambridge. Since 2012, the programme has helped well over 200 students to secure Oxbridge offers. The success rate for the Target Oxbridge full programme for 2022 entry was 29%, above that of the average success rates for applicants to Oxford and Cambridge,

with 47 participants securing offers for 2023 entry.

UNIQ is a free programme for state-educated students from under-represented and disadvantaged backgrounds in Year 12. Compared to 1 in 5 state school applicants, 1 in 3 UNIQ students applying to Oxford receive offers.

This year we increased our offer by hosting over 100 Target Oxbridge students during the Easter vacation residential and 44 UNIQ students during the summer residential. Of the 86 Target Oxbridge students who applied to Oxford in the 2022-23 admissions cycle, 26 received offers, which is a success rate of 30%. One student received an offer from Trinity College.

We remain committed to providing access events for under-represented minority ethnic groups and, in addition to supporting Target Oxbridge, we also work in partnership with the Oxford Centre for Islamic Studies, to offer an 'Access to Oxford' day exclusively for young women in Years 10-12 with Bangladeshi and Pakistani heritage.

In 2023 there was again great demand for the event: we received over 100 requests from state schoolteachers and parents for 60 places. We also ran an event in collaboration with the African and Caribbean Society, whereby 60 Year 12 students visited Trinity and had the opportunity to shadow a current student with shared heritage during their day at Oxford.

The feedback<sup>9</sup> for both these events showed that participants felt they had increased knowledge about the application process and were much more likely to consider Oxford as a future university choice after the event. Before the day, just 17% said they knew a fair amount or a lot about the application process at Oxford compared to 97% after and just 20% said they were very possibly or definitely considering Oxford as a future choice compared to 68% after. When asked how welcoming they thought the University of Oxford would be prior to the day just 43% of students said they thought the University was a Fairly or a Very welcoming place which increased to 93% after the day.

*My students have been on outreach events before, but nothing has made them feel more 'seen' than this day. This has been something really special for them.*

TEACHER, ST GREGORY THE GREAT, OXFORD. YOUNG WOMEN'S' ACCESS EVENT

*I definitely feel a lot more welcomed at Oxford and I definitely would like to aspire to get an offer at Oxford*  
YR12 STUDENT ON THE SHADOWING DAY

<sup>5</sup> 78 students responded to our feedback survey

<sup>6</sup> 42 students responded to our feedback survey

<sup>7</sup> You can read more about Target Oxbridge here: <https://targetoxbridge.co.uk/>

<sup>8</sup> You can read more about UNIQ here: <https://www.uniq.ox.ac.uk/>

<sup>9</sup> 43 students responded to our feedback survey

*Last year one of our students attending this day was so inspired by the taster session with Anna, that she applied, wrote about the lecture experience in her personal statement and got an offer from Oxford!*

**TEACHER, CENTRAL FOUNDATION GIRL'S SCHOOL YOUNG WOMEN'S' ACCESS EVENT**

*The students from Lord Grey were buzzing all the way home. They were animated and asking questions for most of the journey. Thank you so much for another brilliantly conceived and organised day.*

**TEACHER, LORD GREY, BUCKS. YOUNG WOMEN'S' ACCESS EVENT**

Trinity's Classics tutors continue to run the **OxLAT Extension Programme** in Classics and the Ancient World for state school students in Oxfordshire (and slightly beyond) who have no opportunity to study classical subjects at school and who have taken Latin GCSE via the OxLAT scheme run by the University's Faculty of Classics. The fourth cohort, taking the programme over six study days and two one-week summer schools in 2023-5, currently includes 21 students in years 12-13. From the previous three cohorts (2017-19, 2019-21 and 2021-3) we know of at least 11 students who were offered places at Oxford, and at least 15 who went on to study classical subjects at UK universities: the overlap between these two groups includes two current undergraduates studying Classics at Trinity College.

In collaboration with the **Oxford Hub** in 2022-23, we continued to play a leading role in the development of the Primary School - Oxford College Twinning Project. Since early 2022, the City's twinned primary schools have increased from five to eleven, with Trinity College twinned with St Christopher's Primary School. As well as helping to close the attainment gap, this project aims to ensure every pupil in the school has had a visit to the University by the time they reach Year 6 and provide the school with enrichment opportunities they may not otherwise have access to. In the first two years, the project engaged with over 1,300 pupils and provision included:

- Inbound subject enrichment visits to colleges, including an interactive MPLS visit day for almost 400 children in Year 5 and 6;
- College visits for pupils to find out more about university as a future pathway;
- Enrichment trips to the Natural History and Ashmolean Museums;
- Use of college facilities for schools' events such as Year Six leavers' events, carol services, and nativity plays;
- 57 children at risk of not achieving their academic potential received one-to-one tuition from college undergraduates; and
- College-led activities in schools, such as a bio-diversity Garden Project with pupils at St Frideswide.

During 2023-24, Trinity and Somerville Colleges are piloting an addition to the programme to support pupil reading skills. If successful, it is hoped that other colleges in the project will provide this additional support to help between 72-108 pupils across the twinned schools to reach their reading potential after a one-year intervention.

We continued our work with the **Brilliant Club**<sup>10</sup> to deliver an academic programme of enrichment for Year 9, including a residential visit to Trinity for 36 students and their teachers from three different schools in the North East. 35 students giving feedback agreed that following this trip, they now 'have a much greater knowledge of the benefits of Higher Education'.

*Oxford is a really beautiful place with rich History and I have really enjoyed my time here. I may be considering Oxford as a possible choice but we will have to see what's in store for my future! – all my friends agree too.*

**BRILLIANT CLUB PARTICIPANT, 2022**

In another collaboration with **Universify**<sup>11</sup>, we also supported 23 students from non-selective state schools including 12 from four of our higher priority secondary schools in Oxfordshire. Beginning in August 2023 and due to finish the following year in 2024, the programme offers support to help raise GCSE attainment during a year-long coaching and residential project for Year 10 into 11 students. We hope to share the impact of the current programme in next year's report.

To support all schools with student enrichment opportunities, we now have a section of our website featuring a collection of subject-specific university and non-university online resources and along with our super-curricular resource recommendation bank called Library Quad. We hope these digital resources continue to help teachers as they plan lessons and offer light touch enrichment opportunities to students. We continued to offer our series of after-school online cross curricular enrichment events called Trinity Talks, combining an access talk, including the costs of higher education, with an academic talk across one of nine subjects. This year we had 203 students registered to attend these talks.

<sup>10</sup> You can read more about The Brilliant Club here: <https://thebrilliantclub.org/>

<sup>11</sup> You can read more about Universify here: <https://www.universifyeducation.com/>

## Support for our offer holders

In collaboration with the **Bridging Project**<sup>12</sup>, we offered coaching support to five Trinity College offer holders from under-represented backgrounds during Year 13 and throughout their first year as an undergraduate in 2022-23. The aim of this project is to support first-generation offer holders in their transition to university. Students are offered 12 personal coaching sessions over the course of the year to help them increase their sense of belonging and build key skills such as problem-solving and organisation required to support the transition to Oxford. Our students make up a total of 134 students who have participated in the project since it launched in 2019.

Prior to the programme, only a third of students said they felt they belonged to their university, compared to 82% who went on to state afterwards that they felt the programme had helped them develop a sense of belonging. Just 54% of students said they could identify problems and implement the steps needed to overcome them prior to the programme compared to 86% afterwards. 38% said they could set short- and long-term goals and achieve them prior to the programme, which rose to 86% afterwards. Overall, 96% of students said they felt the programme had helped them develop these soft skills, 86% of students

felt the programme had helped them engage in university life and 91% felt the programme had made them feel more confident at university.

We continue to support all our offer holders with welcome events at the College and for those holding offers across the University from the North East of England. In 2023, both events were hosted in person once again with 57 Trinity College UK domiciled, and 42 North East offer holders attending these events.

Feedback<sup>13</sup> showed those who were previously undecided as to whether they would accept their offer felt reassured by the event, indicating they were much more likely to make Oxford their first-choice university: 73% of offer holders were very *likely* to accept their offer from Trinity College prior to the day, which rose to 97% after the event.

*I have been on top of my studies throughout the year and I have drastically improved my soft skills such as public speaking.*  
2023 OFFER HOLDER



<sup>12</sup> This project offers coaching to first generation students from year 13 through to the end of their first year at university. Details can be found here <https://www.thebridgingproject.co.uk/>

<sup>13</sup> 30 students responded to our feedback survey

## For teachers

Trinity College believes that fostering positive partnerships between teachers and the University is at the heart of increasing access to under-represented students. By developing core relationships with teachers in our access and outreach work, we believe the University can offer more effective support to all students thinking about higher education, and potential Oxford applicants.

Our long-term vision is that every state school in our linked regions should have at least one teacher connected to and supported by Trinity College. Through this connection, we aim to share knowledge and understanding of the benefits of attending university, university student life, the University of Oxford, and the associated application processes, ensuring those students are able to make an application are supported by their teachers to do so in an informed and effective way.

To support teachers, we offer a comprehensive, year-long online programme of CPD in a broad range of specialist areas including UCAS, Oxford admissions and academic enrichment activity across the key stages. Of the 94 teachers taking part in this year's programme, a total of 25 University of Oxford's PGCE teachers placed in 13 Oxford schools participated in some or all six sessions on offer. As well as the option to receive a certificate for completion, the programme gives teachers the flexibility to join sessions as and when they need specific support or guidance at key points throughout the year.

Using similar statements to those outlined in the widely reported Sutton Trust teacher poll,<sup>14</sup> our evaluation shows positive changes in beliefs and knowledge about the University of Oxford: who gets admitted here, how committed the university is to

increasing access, whether it is worth applying and whether every student should be supported to explore this University as a future option. For example, prior to the programme some 65% of teachers responding to our survey<sup>15</sup> reported they believed a *little, a lot* or *completely* that 'the University of Oxford is *not* a place for state school students'. Encouragingly, after the programme 100% of teachers reported they did not agree with this statement at all. Only 45% of teachers believed a *lot* or *completely* that 'the University of Oxford cares about increasing access to state school students' prior to the programme; however, this figure had increased to 92% by the end of the series.

*The CPD sessions have helped me understand how much the University of Oxford wants to increase the opportunity of state school children to have a place at Oxford.*

R.E. TEACHER

*The amount of work, support and even this course to educate us shows how much Oxford University care about ensuring that students from all backgrounds can access the University and have the confidence to apply.*

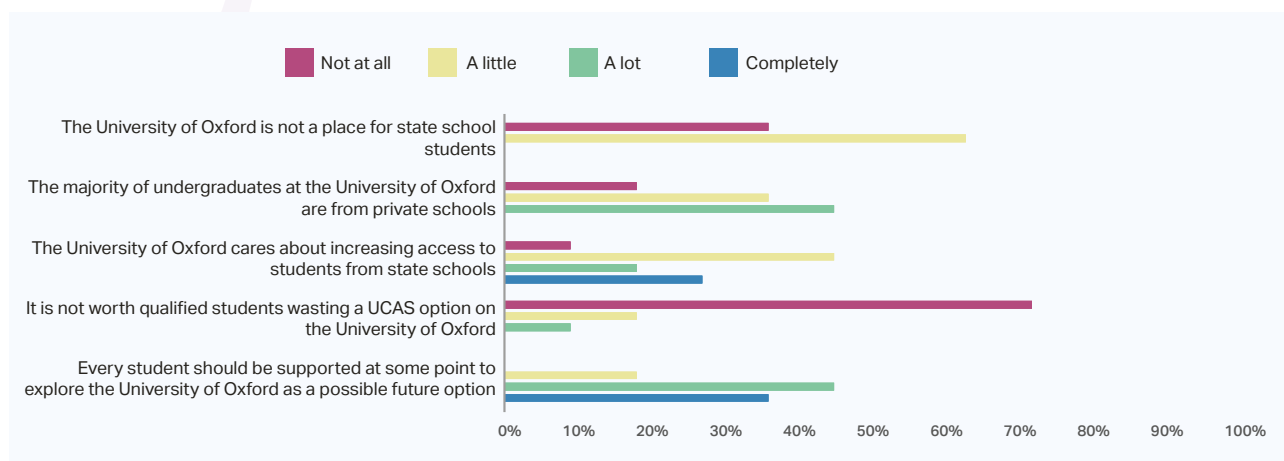
PGCE TEACHER



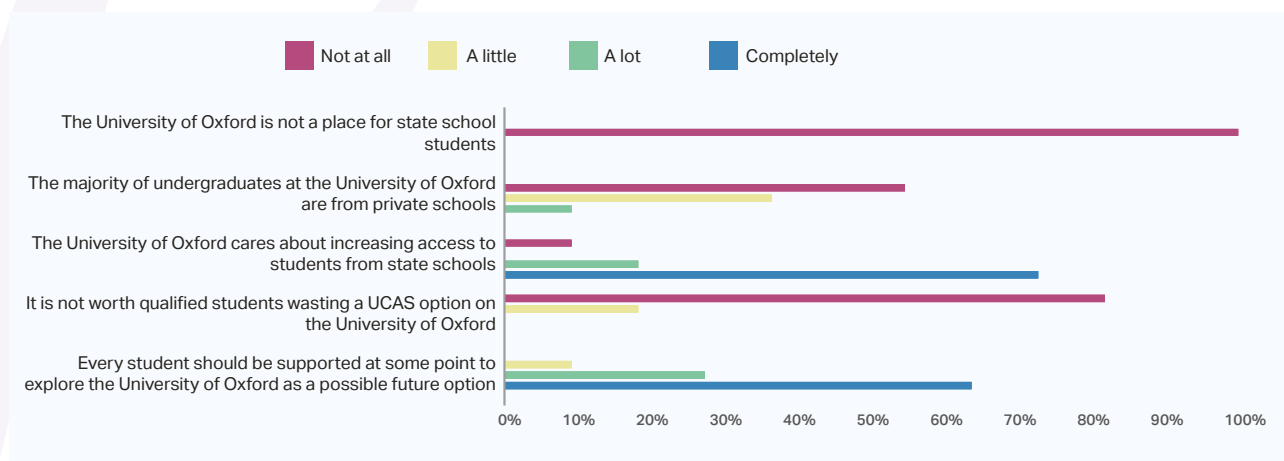
<sup>14</sup> <https://www.theguardian.com/education/2016/oct/13/oxbridge-fails-persuade-state-teachers-send-pupils-interview>; Sutton trust, 2016. Teachers' Oxbridge Perceptions Polling. October 2016 ed. London: The Sutton Trust.

<sup>15</sup> 12 of the 96 teachers completed all six sessions and our survey at the end of the programme.

## Prior to the information sessions, please rate how strongly you believe the following statements



## After the information sessions, please rate how strongly you believe the following statements



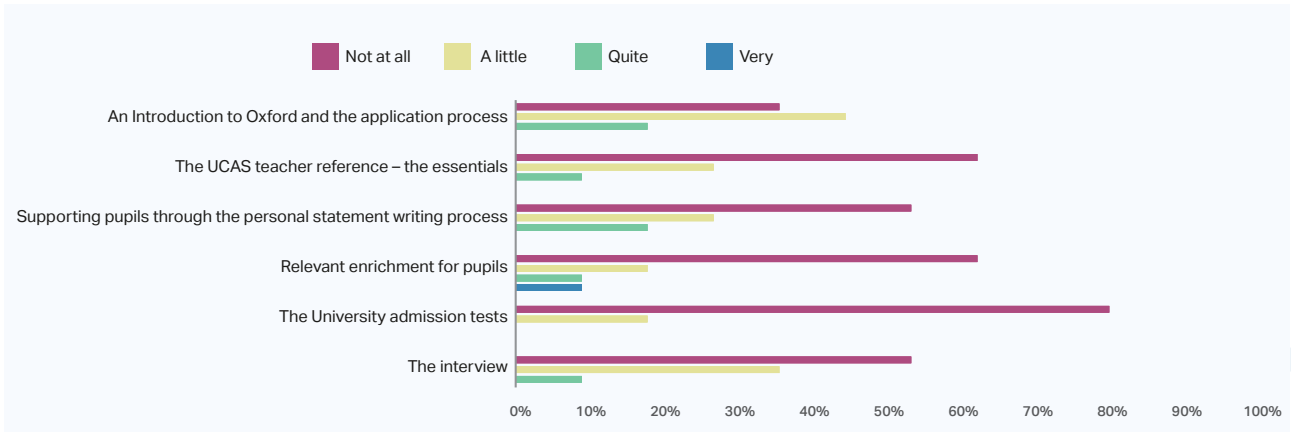
Teachers also reported a significant increase in their overall knowledge about the University of Oxford and the distinct features of the application process. Just 18% of teachers reported feeling *quite* or *very* knowledgeable before, compared to 100% after the programme.

As understanding the academic interview is the most often cited area of need by our teachers, it was very encouraging to see significant increases in knowledge about specific parts of the admissions process. For example, prior to the programme, no teachers reported feeling quite or very knowledgeable about admissions tests, compared to 100% after the programme. And when it came to the academic interview, just 9% reported feeling quite or very knowledgeable before, compared to 100% at the end of the programme.

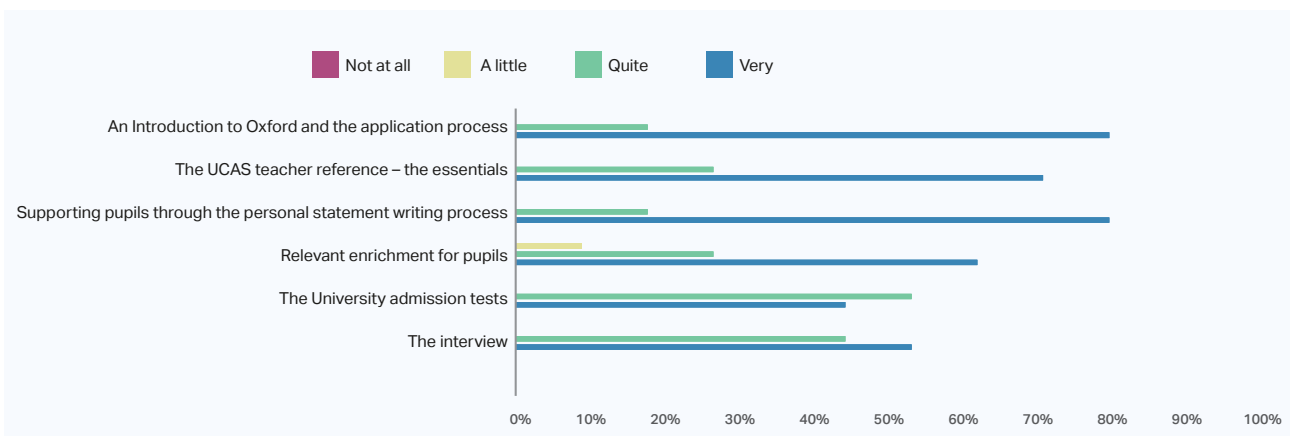
*The most useful aspects of the course were the parts that explained process: interview, personal statement Also the enrichment materials were useful. The interview preparation was the thing I knew least about prior to the course.*

**GIFTED AND TALENTED COORDINATOR, TEACHER**

## Prior to the sessions, how knowledgeable were you in each of the following areas?



## After the sessions, how knowledgeable are you in each of the following areas?

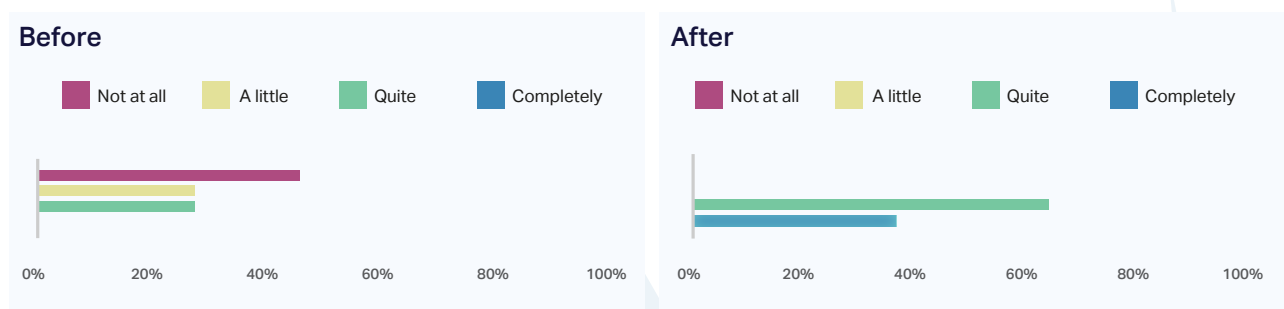


We also saw an increase in the numbers of teachers who said they were either very likely or would support their students to apply at *every opportunity* from 55% prior to the course to 100% after the course. Teachers also told us the course increased

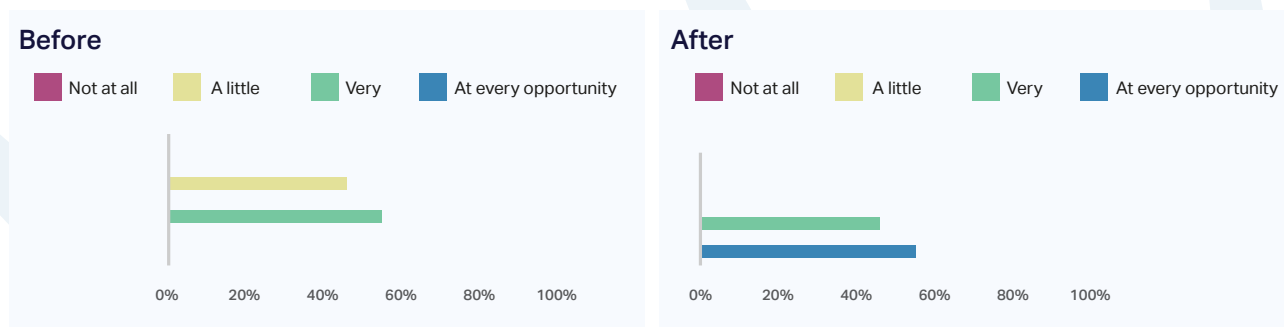
their confidence to offer information and guidance to their pupils about Oxford. For example, prior to the course only 27% of teachers said they felt *a lot* or *completely* confident to do so, compared to 100% after the course



## How confident do you feel about offering information and support to your pupils about the University of Oxford?



## How likely are you to support and encourage pupils to make an application to the University of Oxford?



New for the 2022 cohort, we introduced a teacher enrichment residential element to our CPD programme. We welcomed 13 teachers for a 3-night, 4-day residential research experience at Trinity College. The teachers were given 6-months access to the Bodleian Libraries, each had a tutorial from an Oxford tutor or researcher from the Department of Education who shared a research interest. Although teachers had already changed their perception of the university as a place for their

students since finishing the CPD course, the residential really seemed to take this change of perception to the next level with over 60% stating they are now even more likely to support their academically qualified students to apply to the University than before the residential. Over 90% of teachers said staying in college influenced the likelihood they would advise their students to apply to Oxford. 85% agreed staff they met during the experience also influenced this.



## Additional support for teachers

This year we also stated an intention to host more teacher events in partnership with our schools. As such, in March 2023 we hosted the River Learning Trust UCAS and HE Advisors training day for over 35 teachers from 22 secondary schools across Oxfordshire. In collaboration with the Department of Physiology, Anatomy and Genealogy (DPAG) and Jesus College, up to eight STEM teachers from Wales and Oxford were offered a week-long

research-residential CPD opportunity in June, and we supported the History Department to re-establish the Oxford History Teachers' Network, which relaunched with a day-long programme in July at Trinity College for 40 teachers. We are also in the process of establishing a network for teachers who have responsibility for academic enrichment in their schools and aim to focus on this during the 2023-24 programme of work.

## Parents

This year we continued to offer live online and in-person evening talks to parents with children in state schools in our linked regions. The aim of these sessions is to provide information and support to those with little personal experience of going to university and/ or the University of Oxford. 479 and 397 parents from the North East and Oxfordshire-Milton Keynes respectively attended these sessions, meaning we engaged with a total of 876 parents.

Of the parents with children in state schools in Oxford and Milton Keynes who attended a session, approximately 30% had no personal experience of attending university themselves. Parent feedback has been very positive. For example, of the parents who responded to the survey<sup>16</sup> after attending our general *For Families: A Guide to University*, 96% of respondents agreed or strongly agreed they felt

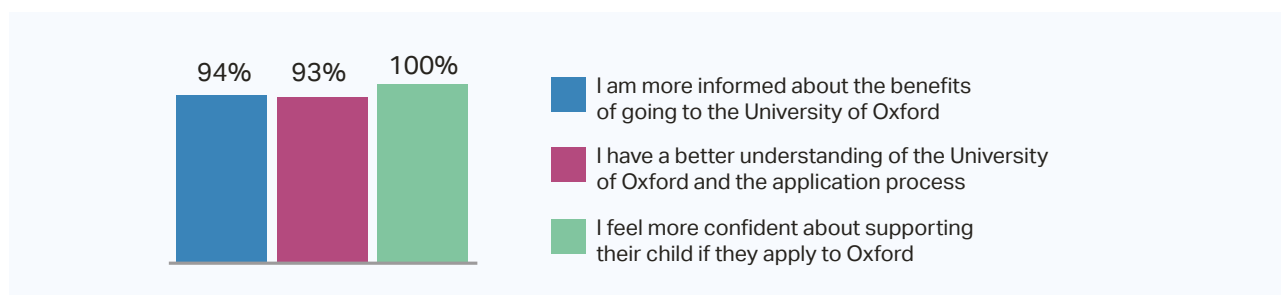
more informed about the cost and benefits of going to university, 92% of respondents agreed or agreed strongly they had a better understanding of what the University of Oxford has to offer prospective applicants and 92% of respondents agreed or strongly agreed they felt more confident about supporting their child's future choices.

In our session for parents, *For Families: A Guide to the University of Oxford*, 94% of respondents<sup>17</sup> agreed or strongly agreed they felt more informed about the benefits of going to the University of Oxford, 93% of respondents agreed or agreed strongly they had a better understanding of the University of Oxford and the application process 100% of respondents agreed or strongly agreed they felt more confident about supporting their child if they apply to Oxford.

### Feedback from parents attending the talks: *For Families: A Guide to University*



### Feedback from parents attending the talks: *For Families: A Guide to the University of Oxford*



<sup>16</sup> 44 parents responded to our survey

<sup>17</sup> 42 parents responded to our survey



# Admissions progress in 2022

During 2022 we continued the College's positive trajectory toward our long-term aim to be recognised as a modern college that welcomes a diverse and widely representative community, in which students of all backgrounds feel equally valued, supported and able to flourish.

Whilst we recognise there is still further to go, admissions data shows an encouraging positive trajectory. Between 2018 and 2022 within the total group of UK-domiciled undergraduates admitted to Trinity College, the average proportion of students:

- from state schools rose from 53.6% to 60%
- identifying as Black and Minority Ethnic (BME) rose from 19.1% to 30.8%
- from areas of low progression to higher education (Polar1&2) rose from 13.4% to 14.9%
- from socio-economically disadvantaged areas (Acorn 4&5) rose from 8.6% to 13.4%

Although Trinity College admissions for 2022-23 saw another 6.5% increase in the number of state school applications, there was a 10% decrease in the number of offers made to state school students compared to those made in 2021-22. The Head of Access and the Senior Tutor are carrying out some analysis to understand the reasons for the decrease in the number

of offers made, which will help shape our outreach activity in future cycles.

In 2022-23 Trinity made three offers to disadvantaged state school students through Opportunity Oxford,<sup>18</sup> the University of Oxford's bridging programme. This programme is designed to support students with the transition to university during a summer residential, who might otherwise have narrowly missed out on an offer to Oxford. We intend to continue making offers to students under this programme.

Trinity College is also delighted to have made five offers, in the first phase of the University's Astrophoria Foundation Year, with four students taking up their place in 2023.

This foundation year course is for UK state school students with high academic potential who have also experienced severe personal disadvantage or disrupted education. Those offered places take part in a fully funded, year-long bespoke subject-specific course at Oxford. Alongside Opportunity Oxford, the foundation year will offer transformative pathways to outstanding education for up to 250 state school students a year, representing 10% of Oxford's UK undergraduate intake. This is a major step change for the University, through which it is hoped the proportion of students coming to Oxford from under-represented backgrounds will be boosted from 15% to 25% of the current UK intake.



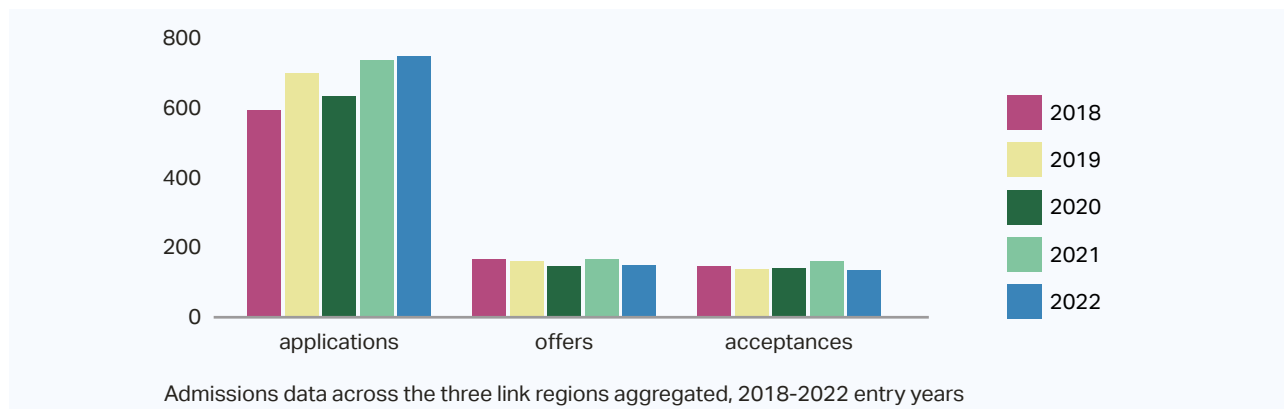
<sup>18</sup> Find out more about Opportunity Oxford here: <https://www.ox.ac.uk/admissions/undergraduate/increasing-access/opportunity-oxford>

## Admissions in our linked regions

Admissions data for all UK regions to the University of Oxford shows a slight drop in applications between 2021 and 2022, with around 2% fewer applications this year.<sup>19</sup> However, the following graph shows the number of applications to Oxford from our linked

regions is at a five-year high. Whilst this is good news, there remains more to do in relation to ensuring applications are competitive enough to convert into offers and acceptances<sup>20</sup>:

## Admissions to Oxford from all three regions



To support students in our linked regions to submit more competitive applications resulting in more students taking up a place at Oxford, we have introduced online interview support, increased the

focus of our guidance on admissions tests and aim to introduce an online academic enrichment programme for secondary schools during 2023-2024.

# Trinity and Oxford Access and Outreach in 2023-24

The Trinity College Access Department was established in 2018 and had just one and a half years to establish a programme before being forced to adapt its offer and modes of delivery as a result of the pandemic. 2022-23 saw our first full year of uninterrupted programme delivery, with all new ways of delivery fully integrated into our offer. Whilst we do not intend to expand our outreach provision in 2023-24, we do hope to keep reviewing and refining our current programme in the coming years.

In 2023-24 the Access Team at Trinity College will continue to prioritise outreach engagement with our linked non-selective state schools based on specific needs related to lower rates of progression to higher education, high tariff universities and to the University of Oxford. We also aim to increase our engagement with schools and colleges with the greatest proportion of students from disadvantaged and/or underrepresented backgrounds; for example, higher than average rates of pupils qualifying for free school meals, care-experienced young people,

first-generation students, and/or those from specific ethnic backgrounds.<sup>21</sup>

Wherever possible, and particularly for the sessions for younger year groups, we ask teachers to ensure that 50% of participating students will have at least one of the higher priority indicators of disadvantage and/or under-representation.

We intend to improve our data collection processes so we can monitor inclusion of under-represented students in our sessions and report on this going forward, with the intention of increasing our engagement with these important target groups in the coming years.

Though we acknowledge there is still much for us to achieve in terms of widening access, Trinity College has made good progress during 2022-23 and we continue toward our aim to become a diverse and widely representative community, in which students of all backgrounds feel equally valued, supported and able to flourish.

<sup>19</sup> But figures remain above pre-pandemic levels, with 23,819 applications in 2022 compared to 24,338 in 2021. Oxford Annual statistical report, May 2023

<sup>20</sup> Admissions figures for Oxfordshire, Milton Keynes and the North East of England 2018-2022

<sup>21</sup> Other indicators include services children and children with disabilities



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