



TRINITY COLLEGE
UNIVERSITY of OXFORD



Outreach at Trinity



Outreach at Trinity

The Trinity College Access Department team are part of a community of more than 60 committed outreach staff working across the University of Oxford. We work collaboratively with our academics, students, and staff across the university to support students, prospective applicants, teachers and families. Our work isn't limited to encouraging those that might apply to Trinity College – we want to raise student expectations and realise aspirations however we can, and work in both primary and secondary schools. Each college or consortium of colleges is linked to a region in the UK, and the schools in the region have a named point of contact, from whom they can request information, a visit or just get some advice on applying to Oxford. Trinity College is linked with

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

The Access Team at Trinity College prioritise outreach engagement with schools based on specific needs related to lower rates of student progression to higher education, high tariff universities and to the University of Oxford. We also prioritise engagement with under-represented and/or disadvantaged groups of students.

Our programme targets and aims are as follows:

OFS ¹ agreed access targets 2020/21 to 2024/25	Access and outreach programme aims (as outlined in the University common framework for outreach)
<p>TARGET 1 To reduce the gap in participation rates for disadvantaged students (ACORN) to 3:1 by 2024-25</p> <p>TARGET 2 To reduce the gap in participation rates for under-represented students (POLAR4) to 8:1 by 2024-25.</p> <p>TARGET 3 To eliminate the gap in offer rates for Asian applicants by 2021-22</p> <p>TARGET 6 To help raise attainment in schools through a programme of student and teacher focused activities in 2019-20.</p>	<p>AIM 1 Increase knowledge of the benefits of higher education.</p> <p>AIM 2 Development of realistic attitudes about Oxford ("Demystifying Oxford").</p> <p>AIM 3 Increase awareness of the breadth of university courses and where they lead post-university</p> <p>AIM 4 Increase awareness of the distinctive features of studying at Oxford.</p> <p>AIM 5 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.</p> <p>AIM 6 Increase motivation to learn and study.</p> <p>AIM 7 Improve skills necessary for university study.</p> <p>AIM 8 Broadening subject knowledge.</p> <p>AIM 9 Raising attainment</p>

¹ The University of Oxford have 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>

Introducing New Staff, Milton Keynes and Ongoing Work in North East

We have an Access Officer who is based with the Head of Access, full-time at Trinity College and focuses on offering support to our local schools in Oxford. In 2021, we acquired a new link area, Milton Keynes, and we are continuing to build new relationships in addition to those in Oxfordshire and the North East. In the North East, our Teacher Engagement and Access officer, Richard Petty, based full time in the region, supports the work of the Oxford for North East Consortium (OXNE). OXNE works in a concerted way to ensure that Trinity, St Anne's, and Christ Church colleges deliver coordinated support across the region. OXNE work collaboratively, delivering an extensive community outreach programme offering bespoke and local support to students of mixed ages, parents and teachers. Support includes running the Aim for Oxford programme for potential Year 12 applicants, a North East offer holder event, a series of Oxford application support workshops, and events in conjunction with the University of Cambridge for students.



Summary of our work in 2020-21

2020-21 has been an effective year for Trinity College Access Department, with new opportunities presenting themselves amidst the continued interruptions to young people's education due to the pandemic. This has included a renewed focus on the provision of digital delivery of our schools' programme, enrichment support, including a successful collaboration with the MCR, Trinity Talks: Beyond the Classroom. At the start of the year, we acquired a new region, Milton Keynes, and continue to integrate the needs of these new schools into our existing programme of support already available to our schools in our linked regions of Oxfordshire and the North East of England. Increased opportunities to deliver workshops and sessions through virtual, in-person and hybrid formats have revealed time savings for teachers, students, parents and College staff. Throughout, we have maintained the quality of delivery, and our engagement has continued to receive positive feedback from all.

During 2020-21, we continued the College's positive trajectory toward our long-term aim of achieving a more representative undergraduate community. For example, Trinity College access to students from state schools increased from 41.1% in 2016 to 68% in 2020, and those admitted coming from socio-economically disadvantaged areas increased

from 5.5% in 2016 to 11.4% in 2020. Though we acknowledge there is still much for us to achieve in terms of widening access, we have made good progress to 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.



PHOTO: JOHN CAIRNS

Trinity College provision for Students, Parents and Teachers 2020-21

For students

Due to the pandemic, all our outreach & access programme delivery to students in 2020-21 took place online: 135 sessions, reaching 3,535 students across 54 schools and colleges. 99 sessions were delivered to sixth-form students, and the remainder to those in Years 7 to 11. This proportionately greater focus on older students reflected the wishes of partner schools and colleges for a focus on supporting current applications to Higher Education. We look forward to focusing again on younger learners as we return to in-person events during 2021-22.

Nonetheless, our work with older students has been particularly well received this year, with very positive feedback from both teachers and students. For example, 98% of students attending Personal Statement Workshops in Oxfordshire mostly or completely agreed with the statement “Following this session, I now have much more confidence in being able to prepare well for the University application process”, indicating that they felt the session achieved its aim.

There has also been some further excellent qualitative feedback from teachers, and students highlighting the high impact and quality of the sessions delivered this year:

“We’ve had quite a few of these sessions over the years, but this has been far the most purposeful, well presented and honest reflection of the whole process”
HEAD OF 6TH FORM

“It was very good, picking apart each example allowed me to find out what was really good to include and what I don’t need to write lots about”
STUDENT, VIRTUAL PERSONAL STATEMENT WORKSHOP

“We careers advisers agreed it was excellent, so helpful and really going to the heart of it all. That comparison of the different statements is brilliant, but so is your guidance on techniques and where to start.”
CAREERS LEAD



PHOTO: IAN WALLMAN



Keen to support students to access more enrichment activities, in many cases lost during the pandemic, in January we launched a new programme of online academically focussed events Trinity Talks: Beyond the Classroom. Throughout the series, we offered a broad range of subject talks combined with an outreach presentation about university and the benefits of super-curricular engagement. 407 students joined us for these twilight explorations into topics as varied as 'Fandom and Fictional Characters in 18th- & 19th-century Theatre' and 'The Future of Plastic: Environmental Challenges and Everyday Life'. Coming from across the UK to join us, the potential for further impact is signalled by nearly 1,000 students having accessed the recordings of these talks since they took place, and we look forward to expanding their delivery in 2021-22.

The Trinity College OxLAT Extension Programme aims to broaden access to Classics and builds on OxLAT, a two-year programme² run by the Classics Faculty which takes state school pupils in years 8 or 9, who have no access to Classical subjects, and teaches them GCSE Latin. Those who complete OxLAT are then invited to join a two-year Extension Programme run by the College which teaches Greek for beginners alongside further Latin. Regular workshops and lectures supplement this language teaching and offer vistas into the richness of the study of Greco-Roman antiquity within its broader Mediterranean context. An additional key feature is small group teaching with interactive discussion which aids considerably the development of oracy skills. The Extension Programme is now in its third iteration and has about 20 starters in each cohort. The success of this programme is evidenced in the numbers of students who go onto apply successfully

to study Classics and other subjects at Oxford and other leading universities. For example, in the 2017-19 cohort of 18 finishers, four went on to be accepted to study at Oxford and 2 at Cambridge, with others submitted applications to 10 other Russell Group universities. We are very much looking forward to reporting the outcomes of applications for 2019-21 cohort once we have confirmed their destinations.

In February and March 2021, 89 Trinity College offer holders and 39 North East offer holders from across the university (and 28 of their parents) attended three welcome events. Data before the events showed 37% of those attending were either 'not completely sure' or 'not all sure' they would accept their offer. However, after the events 100% of our offer holders felt 'completely sure' or 'pretty sure' they would make Oxford their first-choice university. These positive results show offer holder events play an important role in our programme of support, helping us to increase access to students from underrepresented backgrounds.

In collaboration with the Bridging Project³, in June we introduced an additional level of support for YR13 Trinity College offer holders. The collaboration aims to support first generation and/or our most disadvantaged offer holders whilst they are still in school and for the first year of their studies at Trinity College. Students can access 12 personal coaching sessions designed to help raise confidence and build the key skills, such as problem-solving and organisation, required to support the transition to Oxford. We look forward to reporting the impact this additional support has had on the experiences of the seven students currently participating in the programme throughout 2021-22.



² Please read more about this 2 year programme here: <https://clasoutreach.web.ox.ac.uk/oxlat>

³ The Bridging Project is a charity, set up in June 2019, aiming to address growing dropout rates for students from low income backgrounds. Find out more here: <https://www.thebridgingproject.co.uk/what-we-do>

We also work with primary schools



For Teachers

Trinity College believes fostering positive partnerships between teachers and the University is at the heart of increasing access to under-represented students. By developing these core relationships in our access and outreach work, we believe the University can learn how to offer more effective support, meeting both the needs of pupils and potential applicants, as well as those of their teachers, who are instrumental in supporting them throughout their educational journey.

Our long-term vision is that every school should have at least one teacher who is directly linked into and supported by the University/ Trinity College. Through this link, we aim to share knowledge and understanding of university life, Oxford, and the associated application processes, ensuring students able to make an application are supported by their teachers to do so in an informed and effective way.

Building on our comprehensive programme of support for teachers in a broad range of specialist areas including UCAS, Oxford admissions and subject enrichment across the key stages, we now offer a

year-long teacher CPD programme for ongoing online delivery.

During the 2021 programme, we worked with 130 teachers across 35 CPD sessions. Pre and post session surveys, using similar statements to those outlined in the widely reported Sutton Trust teacher poll⁴, showed significant 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 45% of teachers reported they believed a little or mostly 'the University of Oxford is not a place for state school students'. Encouragingly, after the programme over 93% of teachers reported they did not agree with this statement at all. Only 55% of teachers mostly or completely believed 'the University of Oxford cares about increasing access to state school students' prior to the programme, however, this figure had increased to 93% by the end of the series:

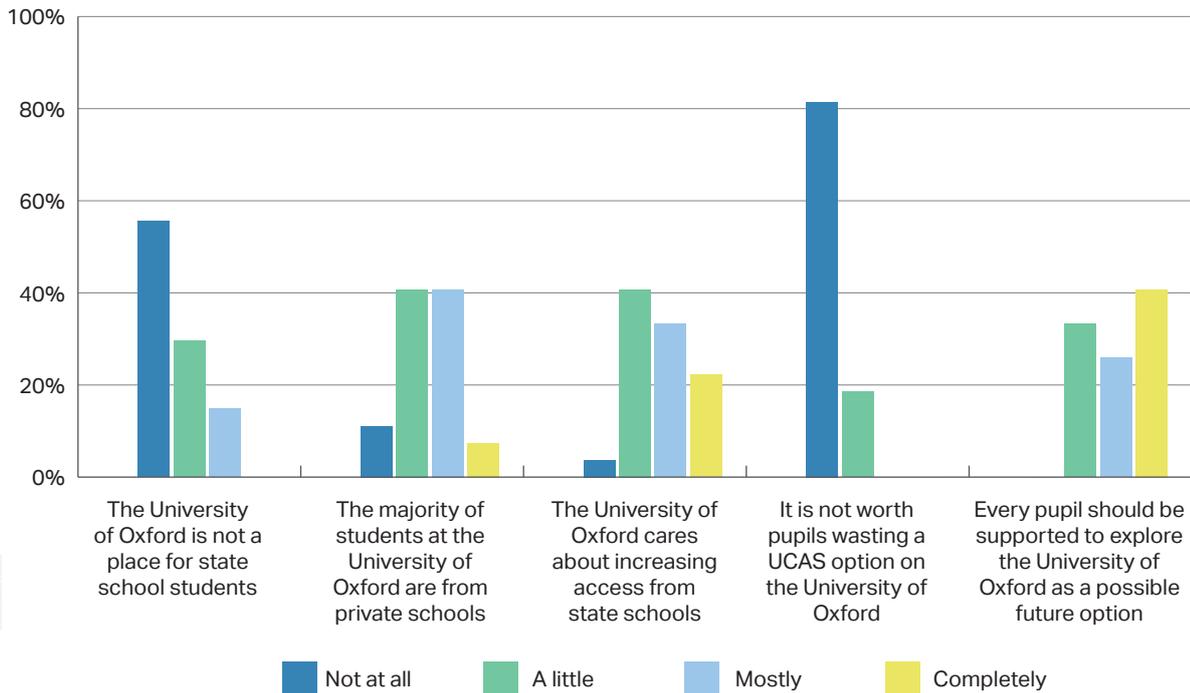


"I did hold the misconception that the majority of Oxford students had come from independent schools, the facts were explained in the session and the efforts that it goes to give all a fair chance were made clear in the sessions on admissions tests and interviews. Indeed, the existence of this session for teachers speaks volumes"

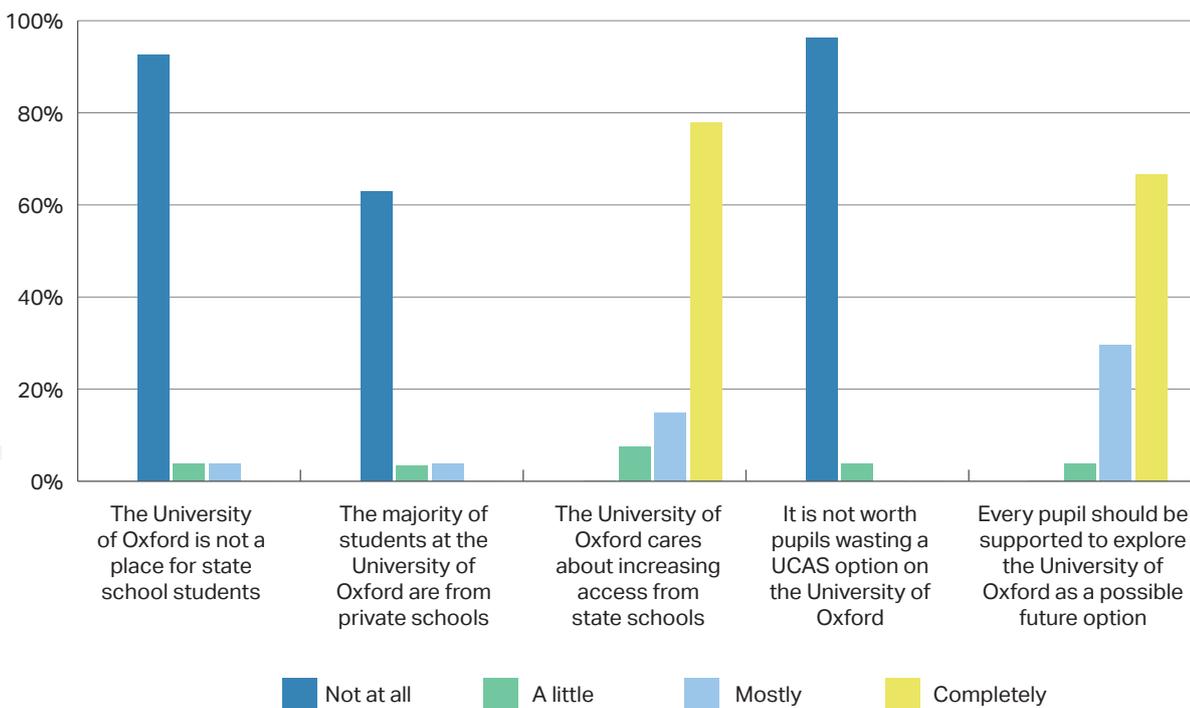
**TEACHER AND
HEAD OF SIXTH FORM**

⁴ <https://www.theguardian.com/education/2016/oct/13/oxbridge-fails-persuade-state-teachers-send-pupils-interview>

Prior to the sessions, please rate how strongly you believed the following statements about the University of Oxford

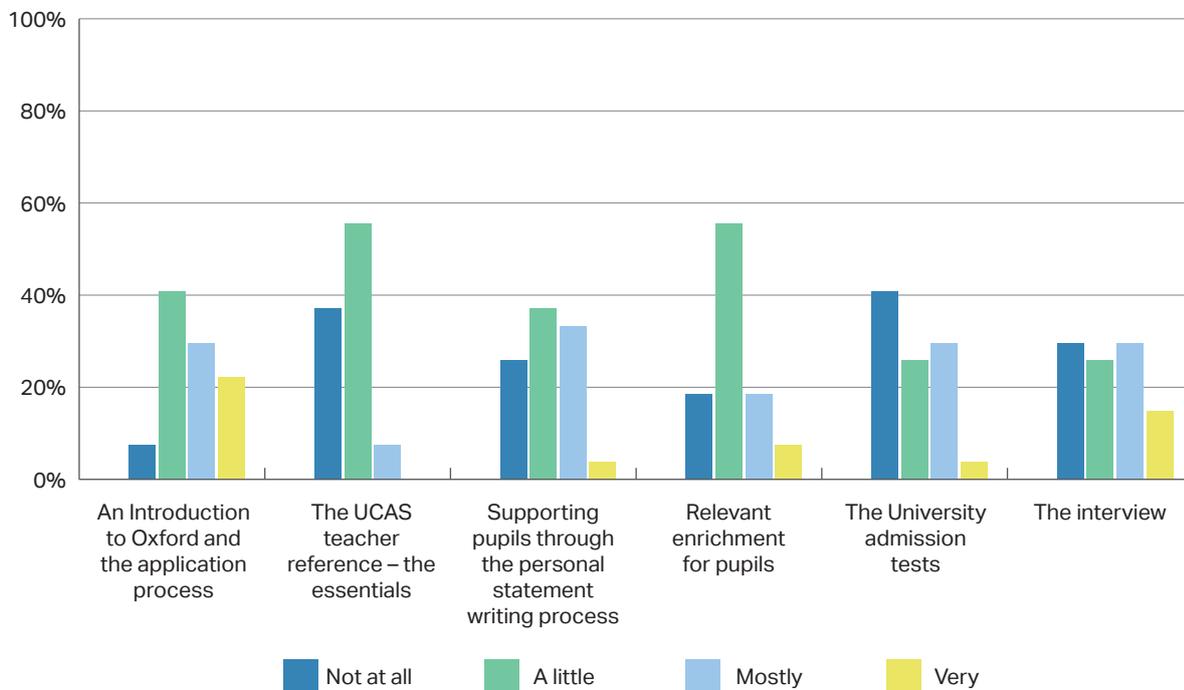


After the sessions, please rate how strongly you believed the following statements about the University of Oxford

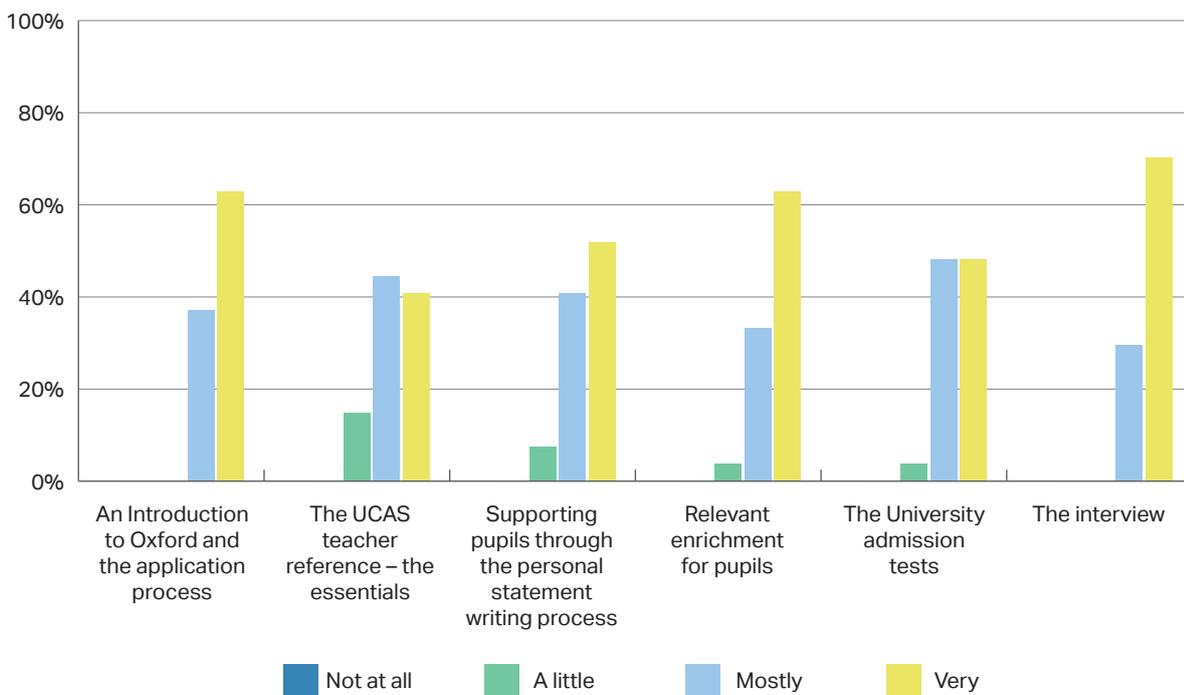


Teachers also reported a significant increase in their overall knowledge about the University of Oxford and the distinct features of the application process. As understanding the academic interview is the most often cited area of need by our teachers, it was very encouraging to see significant increases in knowledge about this part of the admissions process. For example, prior to the programme just 35% of teachers reported being mostly or completely knowledgeable about the academic interview, compared to 100% after the programme:

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



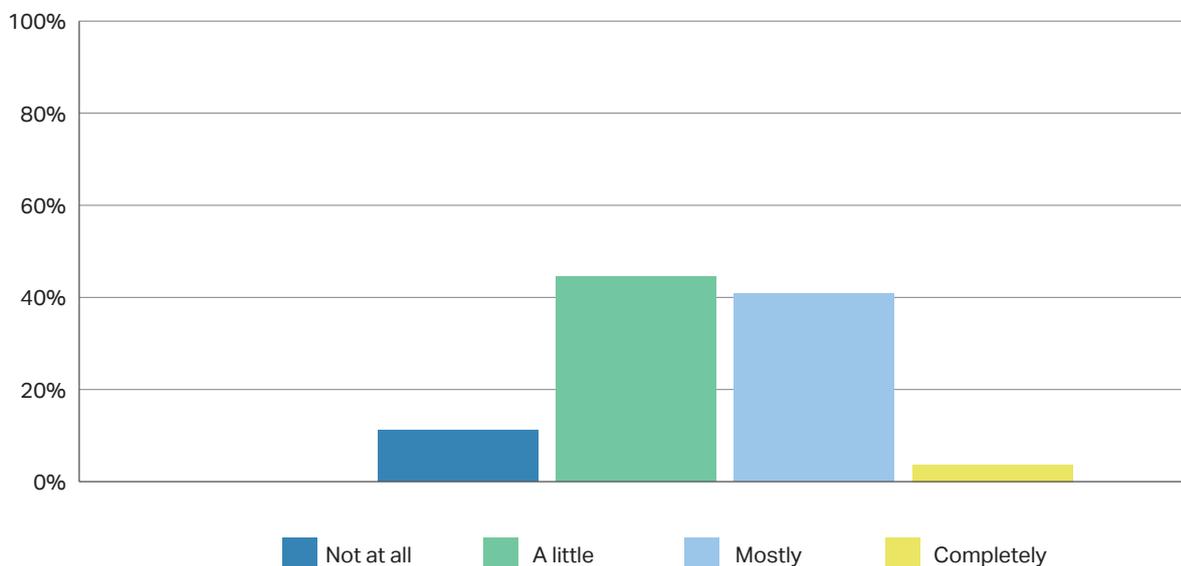
After the sessions, how knowledgeable were you in each of the following areas?



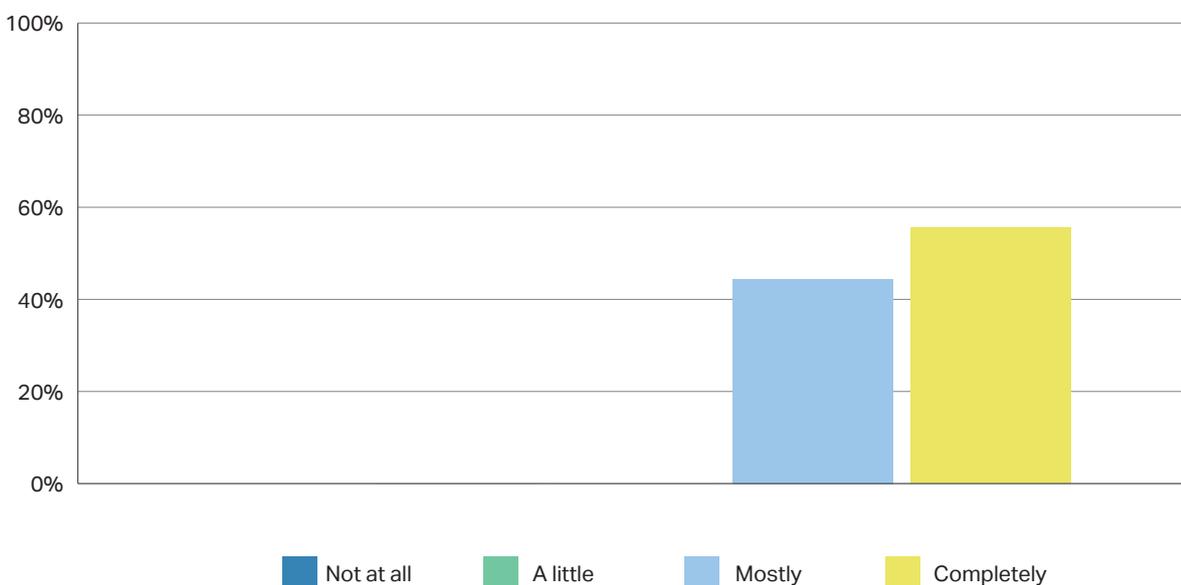
"All of the sessions that I attended were packed with relevant, concise and varied information and I left feeling much better equipped to provide students with specific, succinct advice and support when making an HE and Oxbridge application"
NQT TEACHER

As a result of the programme, teachers also reported an increase in their confidence to provide information and support to their students. Just 43% reported feeling mostly or completely confident about offering information and support to their pupils about the University of Oxford before, compared to 100% after the programme:

Prior to the sessions you attended, how confident do you feel about offering information and support to your pupils about the University of Oxford?



After the sessions you attended, how confident do you feel about offering information and support to your pupils about the University of Oxford?



"I put all that knowledge and expertise into practice, but you were the ones who gave me the confidence and knowledge to do it effectively"
HEAD OF ACADEMIC ENRICHMENT

One teacher, whose school had a 13-year record 21 applications to Oxbridge/Medicine/Dentistry/Veterinary Science in 2021, told us:

"I put this down predominantly to the excellent Teacher CPD I had from Trinity throughout last year, which gave me the knowledge and confidence to implement a programme of in-school applications support."

HEAD OF ACADEMIC ENRICHMENT

In 2022 our online teacher programme will run from January – October consisting of 7 different sessions, offered at multiple times and dates, ensuring many opportunities for busy colleagues to access the programme. We invite colleagues to participate in any or all sessions, depending upon their own needs and experience. For colleagues completing the whole course, we offer a programme completion certificate for those completing various individual sessions. This recognition of participation has been of particular benefit to our PGCE teachers, who have reported the programme a real advantage in securing future teaching posts:

"Taking part in this programme definitely helped me in my teaching applications, I am now a Sixth Form Tutor!"

PGCE HISTORY TEACHER

For Parents

Amidst concerns about the impact of the pandemic on learners, one opportunity provided during this period has been greater direct access to parents. With new ways of working, we were able to establish new pan-region online evening sessions for all our schools' parents and whilst this approach was very much a pilot for 2020-21, we achieved considerable success.

Over 570 parents and carers attended 14 events and feedback has been very positive. Of the parents attending the Oxfordshire sessions 96% indicated they felt more informed about the cost and benefits of going to university, 95% stated they had a better understanding of what the University of Oxford has to offer prospective applicants and 95% felt more confident about supporting their child's future choices. In 2021-22, we plan to increase the opportunities for parents by offering a combination of pan-region events, alongside individual state school requests to provide events for their groups of parents.



PHOTO: JOHN CAIRNS

New plans for Trinity and Oxford Access and Outreach in 2021-22

In 2021-22 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, to 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, looked after children, services children, children with disabilities, first-generation students, and/or those from specific ethnic backgrounds. Wherever possible, and particularly for the sessions for younger year groups, we ask teachers to ensure that 50% of participating students have at least one of the higher priority indicators of disadvantage and/or under-representation.

In 2020-21 the University flagship programme UNIQ and Target Oxbridge⁵ were both delivered online to YR12 students. As residential programmes return to college in 2021-22, Trinity College will resume our in-person support for both Target Oxbridge and UNIQ, which offer transformational learning experiences for students from under-represented and/or disadvantaged backgrounds. We will also continue to promote and support these opportunities via our regions' schools and social media communications.

In 2021-22 Trinity College will continue to make offers to disadvantaged students through Opportunity Oxford⁶, which is 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 have also confirmed our participation in the first phase of Foundation Oxford⁷ 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 free, fully funded, yearlong bespoke subject-specific course at Oxford. Both Opportunity Oxford and Foundation Oxford 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 will be a major step change for the University, boosting the proportion of students coming to Oxford from under-represented backgrounds from 15% of the current UK intake to 25%.

In 2021-22 we intend to grow our collaboration with external partners, including the Brilliant Club Scholars Programme which helps pupils develop the knowledge, skills, and confidence to progress to highly competitive universities like Oxford. The Brilliant Club work with pupils aged 8-18Yrs and in 2021-22 Trinity College will contribute to the work with both primary and secondary schools and facilitate a residential programme for 144 Year 10 students from across the North East.

Following the successful rollout of the Litmus survey for the DfE in the North East Opportunity North East programme, Trinity College and the Oxford University Careers Service have teamed up to improve educational and employment outcomes and boost the aspirations of young people across the North East of England⁸. Working with the Department for Education's Opportunity North East programme and the region's two Local Enterprise Partnerships, Trinity and the Careers Service have launched a tool developed at Oxford to help school pupils make informed career choices. It also enables their teachers and schools give them tailored, practical help. This work has already seen 1,585 students across 26 schools in the region take the Litmus survey and provided the DfE with some rich data on aspirations and destinations; we look forward to extending the reach of this programme now that it has served schools in three of the thirteen Opportunity Areas around the country to broaden our offer to schools during 2021-22.

⁵ Trinity is a proud partner of Target Oxbridge, which 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, they have helped over 200 applicants to secure Oxbridge offers. UNIQ is a free programme for state-educated students from under-represented backgrounds in YR12. 1 in 3 UNIQ participants applying to Oxford receive offers compared to 1 in 5 state school applicants.

⁶ Find out more about Opportunity Oxford here: <https://www.ox.ac.uk/admissions/undergraduate/increasing-access/opportunity-oxford>

⁷ More information about Foundations Oxford available here: <https://www.ox.ac.uk/admissions/undergraduate/increasing-access/foundation-oxford>

⁸ More information about this work available here: <https://www.trinity.ox.ac.uk/news/major-partnership-support-careers-education-north-east>

Expanding our Online Presence and Resources for Schools

Digital delivery will continue to form a significant part of our work after the pandemic, and we will be combining this with in-person events both in-region and through inviting students and teachers to Oxford for residential and day visits.

As a result of the pandemic, there remain concerns about the disproportionate long-term impact limited access to academic support has had on the educational achievement of students from disadvantaged backgrounds. To support all schools with the challenges this presents, we now have a webpage⁹ featuring a collection of subject-specific online resources. In addition to this, our undergraduate students have developed a new academic resource recommendation bank called Library Quad¹⁰. We also

have a full suite of recorded outreach talks for Key Stages 3, 4 and 5 available to teachers (on request), which can be used more flexibly as demands on the teaching day have increased. We hope these digital resources will help teachers as they plan lessons and offer light-touch enrichment opportunities to students.

Building on the importance of connecting with prospective students in a range of modes, our undergraduate College Ambassadors produce inspirational content about life at the College and University of Oxford for TikTok. With over 20,000 views of content produced so far, as well as some persuasive discussions in the comments, we look forward to continuing this addition to the online resources in 2021-22 and beyond.



⁹ These online resources can be found here: <https://www.trinity.ox.ac.uk/online-and-enrichment-resources>

¹⁰To explore Library Quad go to: <https://www.trinity.ox.ac.uk/library-quad#/>

Increasing Access to the University of Oxford and Trinity College – progress to date

The University of Oxford

Our work isn't limited to encouraging those that might apply to Trinity College – we want to raise student expectations and realise aspirations however we can, and increase student progression to higher education, high tariff universities and to the University of Oxford. In the future we hope to report on other HE destinations of students engaging in our outreach work, in addition to regional applications to the University of Oxford.

The University of Oxford Admissions data shows some encouraging increases in application and offer rates between 2020 and 2021, with a 16.3% increase in applications and a 14.5% increase in offers made to applicants across all three of Trinity College's linked regions:

Admissions data across all three regions

2020	2021	% Increase
Applications		
633	736	16.3
Offers		
145	166	14.5
Acceptances		
141	160	13.5

These figures are particularly encouraging given the pandemic-related context of university admissions during the last two academic years. Although recognition of these successes must firstly go to the hard work of our teaching colleagues and students in our region's schools, we are optimistic the outreach programme on offer from Trinity College in our linked regions has had a significant role to play in contributing to these increases in applications and offers to study at the University of Oxford.

Trinity College

The Trinity College schools' outreach programme also supports our stated aspiration to significantly increase access and diversify of the student intake at the College. While there is still further to go, our recent admissions data demonstrates an encouraging positive trajectory toward this goal. Between 2016 and 2020 within the total group of UK-domiciled undergraduates admitted to Trinity College the proportion of students:

- from state schools rose from 41.1% to 68.4%
- identifying as Black and Minority Ethnic (BME) rose from 15.3% to 16.7%
- from socio-economically disadvantaged areas (Acorn 4&5) rose from 5.5% to 11.4%
- from areas of low progression to higher education (Polar1&2) rose from 4.1% to 16.5%
- declaring a disability rose from 9.8% to 11.2%
- who are women has fluctuated between 44% and 59% during this period and the figure for 2021 is 49.4%

Throughout the pandemic we faced significant challenges to the delivery of our schools' outreach programme. Nonetheless, it is clear Trinity College has made significant progress in increasing access to students from underrepresented and/or disadvantaged backgrounds, and in 2021-22 we plan to continue with the delivery of our ambitious outreach programme, taking us further toward our aim: for Trinity 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.

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