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Abstract (max 4,000 characters) Broughton Universities Partnership (Broughton UP)

The Widening Participation Team have been working collaboratively with Broughton High School, Heriot-Watt University & Queen Margaret University to provide continued intervention and support to a cohort of S4 pupils from postcodes identified as within the 20% most deprived Scottish postcodes (MD20) by the Scottish Index of Multiple Deprivation 2012 (The Scottish Government, 2012), who had been identified as having potential to study at HE level, but who had been noted as achieving less than their peers from less deprived areas, to tackle this attainment gap and ensure positive destinations by the end of their school education.

Although initially invited in individually by Broughton High School, the representatives of each institution suggested a collaborative, continued intervention approach. Starting in academic year 2014/15, the Broughton UP team developed a programme of interventions including workshops aimed at improving study skills, expectations and confidence, and including mentoring, a residential team building visit and a visit to a university campus. This work has been supplemented by interventions from the Tree of Knowledge (TOK (Scotland) Ltd., 2017).

Academic years 2015/16 & 2016/17 have each seen the introduction of a new cohort of S4 pupils whilst continuing to work with previous groups through to S6, and including 1:1 interviews, further campus visits and stress management workshops, along with application support for progression to positive destinations.

The first cohort are currently in S6, and are going through the process of applying to FE & HE courses. We intend to undertake an evaluation with this group towards the end of the school year, and if the programme seems to be successful we have ambitions to work with a second school with a similar demographic to Broughton, i.e. a largely affluent school catchment with pockets of deprivation. It would appear to have achieved some success for this cohort, with a larger number applying for Higher Education than the school initially expected.

This presentation will:

- examine the benefits and challenges of collaborative working;
- explore ways to deliver continued intervention in a time of declining resources; and
- discuss how this work could be offered to a larger audience, while ensuring the quality of personal relationships with pupils and engendering sufficient levels of trust between pupil and project

References

The Scottish Government, 2012. *Scottish Index of Multiple Deprivation 2012, A National Statistics Publication for Scotland*. [Online]

Available at: <http://simd.scotland.gov.uk/publication-2012/>

TOK (Scotland) Ltd., 2017. *Our courses*. [Online]
Available at: <https://treeof.com/courses>