

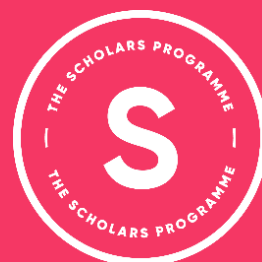
**The  
Scholars  
Programme**



Annual Impact Report

**Northumbria University**

**2023-24**



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# 1. Partnership summary 2023-24

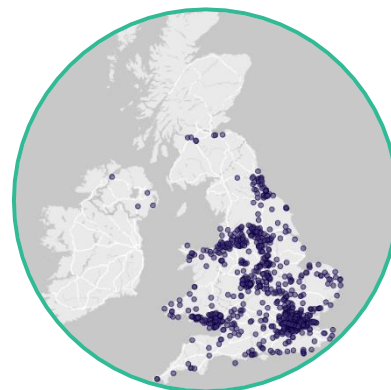
## 1.1 Introduction

Welcome to your annual impact report, which outlines the collaboration between Northumbria University and The Brilliant Club in 2023-24.

### Brilliant Club update

In 2023-24, we mobilised 469 researchers to work with 19,968 students in 872 schools in the UK. Thank you for everything you have contributed to this work.

We are particularly grateful to Northumbria University for supporting The Brilliant Club to recruit and train exceptional PhD researchers to deliver our programmes in schools, giving students and their families the opportunity to gain insight into university life.



Schools partnering with The Brilliant Club in 2023-24

### Partnership update

I am delighted to present the full Annual Impact Report for the partnership in 2023-24.

Sections 1 and 2 of this report give an overview of the different aspects of the partnership this academic year, including researcher recruitment, researcher mobilisation and feedback.

We can report that 41 Northumbria University researchers applied to become a Brilliant Club tutor, with 15 being successful during the application process. Importantly, 6 Northumbria University researchers delivered 19 Scholars Programme placements to 262 pupils.

Section 3 of this report details feedback from tutors on our Tutor Outcomes Framework. The national data shows that 87% of Tutors agree that what they have learned as a tutor will help them teach undergraduate courses at university and 90% feel confident supporting students from all backgrounds after working with us.

Thank you for everything you have contributed to this work. We hope you enjoy reading this report.

As ever, if you have any questions about the programme or feedback on this report, please contact me directly at [catherine.hatcher@thebrilliantclub.org](mailto:catherine.hatcher@thebrilliantclub.org).

**Catherine Hatcher**

Tutor Recruitment and Engagement Officer

## 1.2 Programme journey



**Northumbria University**  
NEWCASTLE

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### Online Launch Events and in-school tutorials

Students were introduced to the programme with an Online Launch Event, which included an Information, Advice and Guidance session and an opportunity to meet current students. Tutors typically visited schools on a weekly basis.

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### Marking + feedback

PhD tutors designed a challenging university-style assignment, then provided their students with feedback in two tutorials, first on their draft and then on their final submission.

1

### Assessment centres

From March 2023 to March 2024, **41** researchers from Northumbria University applied to become tutors, **15** of whom were successful. The Assessment Centre process is competitive; we typically accept about 62% of applicants.

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researchers from Northumbria University delivered **19** placements in **17** schools to **262** students.

6

### Graduation

Students were invited to attend Graduation Events to celebrate their achievements.

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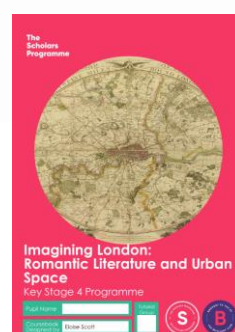
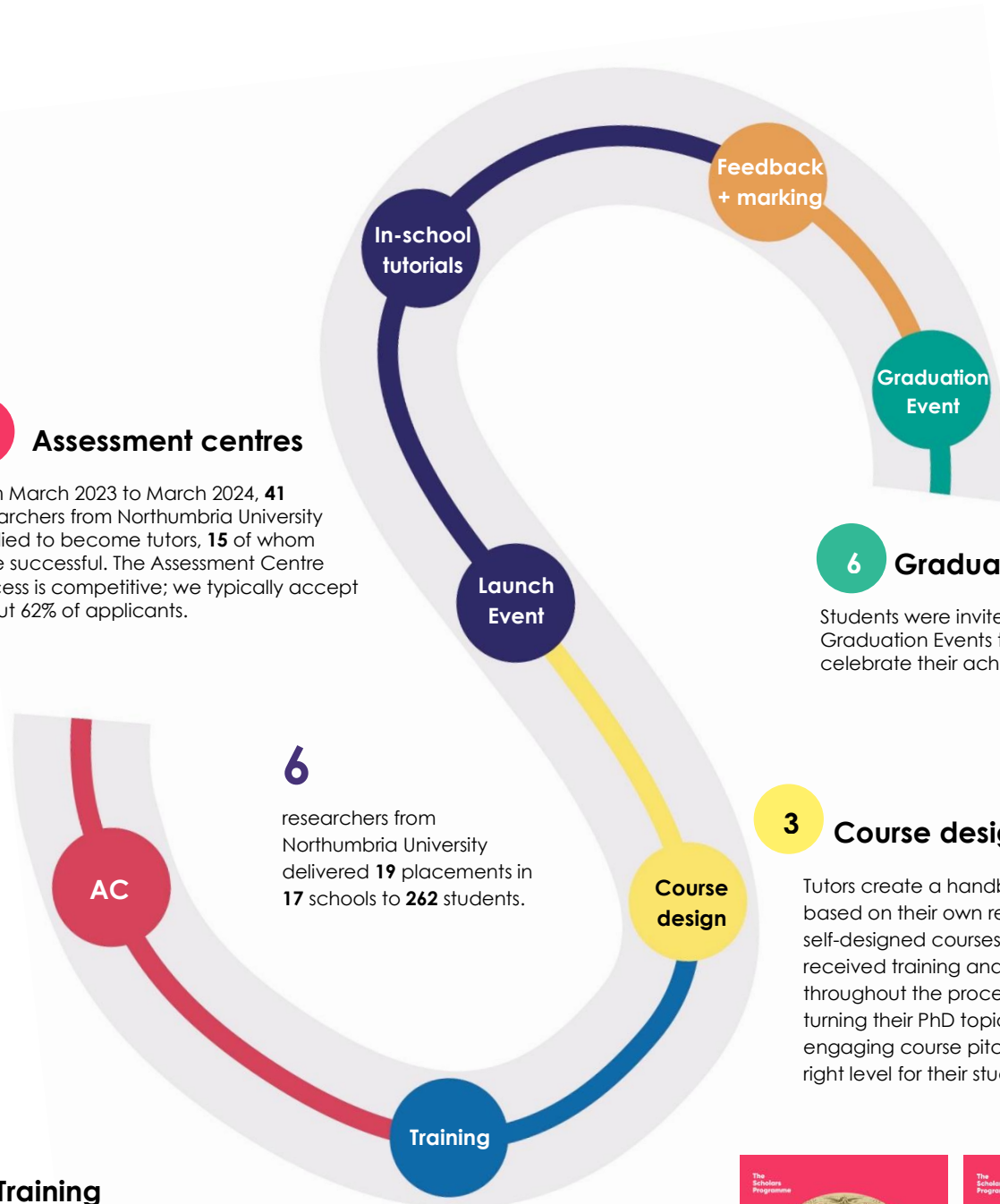
### Course design

Tutors create a handbook based on their own research for self-designed courses. They received training and guidance throughout the process of turning their PhD topic into an engaging course pitched at the right level for their students.

2

### Training

To prepare for tutorial delivery, tutors took part in a series of training sessions. These covered key pedagogical approaches, an introduction to assessment design and marking, and training on how to provide effective feedback.



### 1.3 Recruitment summary

We have worked closely with Northumbria University to disseminate placement opportunities for doctoral and postdoctoral researchers.

Northumbria University Recruitment 2023-24	Northumbria University		Nationally
	Count	%	%
Tutors applied (between 16/03/2023 and 1/03/2024)	41		n/a
Tutors seen at Assessment Centre (% out of applied)	23	56%	62%
Tutors accepted (% out of seen at Assessment Centre)	15	65%	78%
Newly recruited tutors placed (% out of accepted)	3	20%	35%
Total tutors mobilised	6		n/a

At application, we asked researchers how they had heard about The Brilliant Club.

How did you hear about The Brilliant Club? (Northumbria University)	#	%
University Graduate School/Researcher Development	38	95%
University Careers Department	0	0%
University Widening Participation/Outreach Department	0	0%
A fellow doctoral or post-doctoral researcher	1	2%
jobs.ac.uk	0	0%
Twitter	0	0%
LinkedIn	0	0%
Other	1	2%
No response	0	0%

### Tutor background

The below table summarises the ethnic background of tutors and applicants from Northumbria University.

Northumbria University researchers	Applied	Accepted	Placed
White	13	7	insufficient data
Asian, Asian British	16	6	insufficient data
Black, African, Caribbean, Black British	8	1	insufficient data
Mixed/Multiple ethnic groups	2	1	insufficient data
Other ethnic group	0	0	insufficient data
<i>total with ethnicity data</i>	39	15	3
<i>total with or without ethnicity data</i>	41	15	3

**Note** – Due to its sensitivity, we only report this data when there are at least 10 tutors or applicants who submitted this information. We don't require applicants or tutors to share ethnicity information with us, so data might be incomplete.

At application we asked applicants for further information about their educational background.

Northumbria University recruitment 2023-24	Applied		Accepted		Placed	
	Yes	No	Yes	No	Yes	No
Parental history of HE	21	18	11	2	insufficient data	insufficient data
Experience with WP/school outreach programmes as student	15	21	4	7	insufficient data	insufficient data
Attended secondary school in UK	12	29	6	8	insufficient data	insufficient data
Attended non-selective secondary (includes only those who attended secondary school in UK)	8	3	insufficient data	insufficient data	insufficient data	insufficient data

**Note** – Providing answers to these questions is optional and we only share partner-level information if there are at least 10 tutors or applicants with data.

### Tutor satisfaction

We asked tutors how satisfied they were with their experience of The Brilliant Club at the end of each term. The below table summarises the average for tutors from Northumbria University and compares it to the national average.

Northumbria University tutor satisfaction 2023-24	Northumbria University	National Average
Average tutor satisfaction with Brilliant Club experience (0-10)	8.0	8.1

### Mobilising the PhD community

Amongst our university partners, on average **1.7%** of research students applied and **0.6%** were placed to deliver The Scholars Programme in 2023-24.

**41** researchers from Northumbria University applied to become PhD tutors and 6 delivered placements in 2023-24, which is about **6.6% (applied)** and **1.0% (placed)** of the total population of postgraduate research students at Northumbria University.

**Note** – We take university-level data of the number of postgraduate research students from HESA, specifically 'Table 1 – HE student enrolments by HE provider'. The most recent HESA data is for 2022-23, and the number of "Postgraduate (research)" students includes those in research master's programmes.

#### Tutor comment



#### Eloise Scott – Northumbria University

"The students' consistent engagement in the tutorials was reflected in their impressive and insightful assignments."



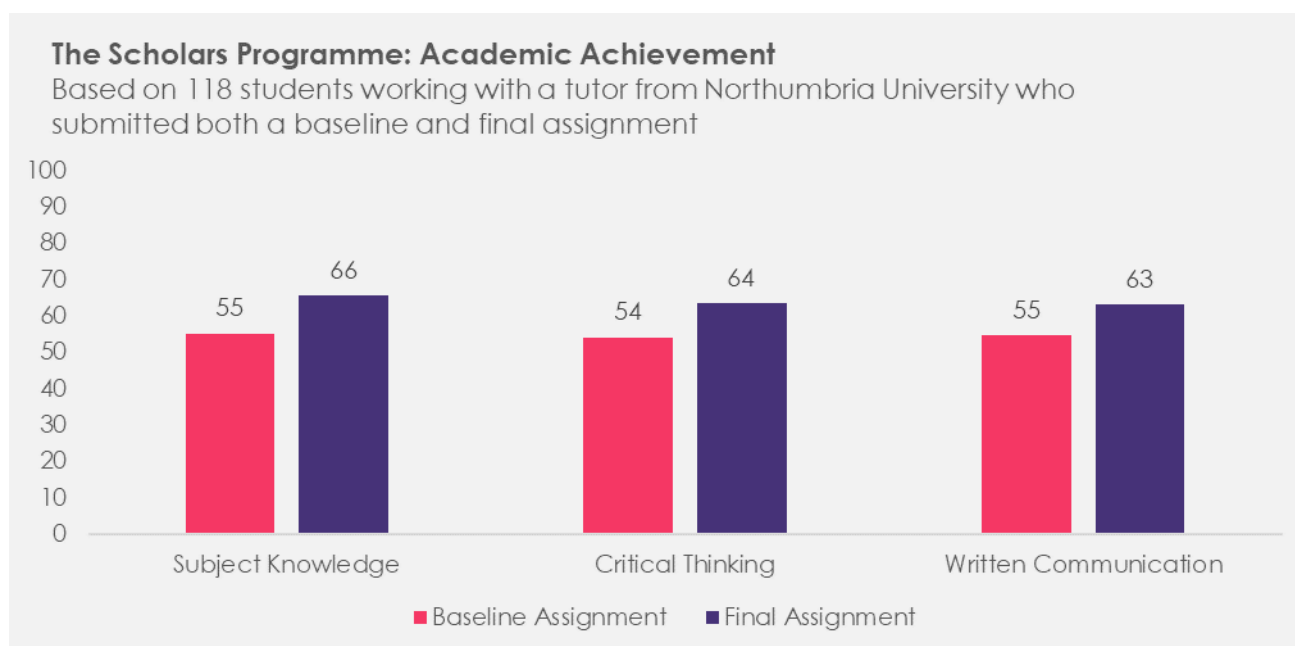
## 2. Student impact

### 2.1 The Scholars Programme

The Scholars Programme helps students develop the knowledge, skills, and confidence to progress to the most competitive universities. Tutors deliver The Scholars Programme in our partner schools across the UK. They share their subject knowledge and passion for learning with small groups of students aged 8-18.

Headline Scholars Programme numbers in 2023-24	
# researchers from Northumbria University who delivered Scholars Programme placements	6
# Scholars Programme placements delivered by researchers from Northumbria University	19
# students on The Scholars Programme with a researcher from Northumbria University	262

Tutors assess pupils' academic achievement on the Scholars Programme through a baseline and final assignment, using The Brilliant Club's standardised mark schemes. Academic achievement is about the skills and knowledge that pupils are explicitly learning in the context of The Scholars Programme. These include **written communication**, **subject knowledge**, and **critical thinking**.



#### Student comments



#### Students on The Scholars Programme who worked with a researcher from Northumbria University

"It was wonderful and I learnt many skills"

"It's helped me improve a lot more with how I write and how I communicate."

### 3. Researcher development


The Brilliant Club's tutor outcomes framework outlines four competencies that researchers develop on The Scholars Programme. The overview table shows how these outcomes link to the VITAE framework, and the following pages report evidence of progress.

The Scholars Programme – Tutor Outcomes Framework			Link to VITAE
1. Teaching and pedagogy		Knows how to <b>design assessments</b> , give <b>formative feedback</b> , and <b>mark</b> work to improve student outcomes.	D3.1 Teaching
		<b>Designs courses</b> and <b>plans lessons</b> with a focus on student learning.	C2.2 Project planning and delivery, D3.1 Teaching
		Understands the learning background of undergraduate students and supports them to <b>bridge the gap between school and undergraduate learning</b> .	D3.1 Teaching
		Is a <b>reflective practitioner</b> who incorporates different pedagogical ideas from research, theory, and practice. Has experience in <b>applying science of learning principles</b> in teaching.	D3.1 Teaching
2. Communication and public engagement		Can explain the ' <b>what</b> ' and the ' <b>why</b> ' of <b>own research</b> to <b>non-specialist audiences</b> and knows how to check that audiences understand.	D2.1 Communication methods, D3.2 Public engagement
		Is <b>committed to support public engagement</b> at university.	D3.2 Public engagement
		Uses academic expertise to <b>develop university readiness skills</b> of potential university students.	D1.4 Supervision, D1.5 Mentoring, D3.2 Public engagement
3. Professional and career development		Is <b>enthusiastic</b> about own work and motivated to engage in opportunities for <b>researcher development</b> .	B1.1 Enthusiasm, B3.2 Continuing professional development, B3.3 Responsiveness to opportunities
		<b>Manages own time</b> effectively to complete research while preparing and delivering excellent teaching.	B1.6 Responsibility, B2.1 Preparation and prioritization, B2.3 Time management
		Is <b>self-confident</b> in presenting own skills and experiences to pursue <b>career opportunities</b> and builds <b>networks</b> with other researchers for mutual support.	B1.4 Self-confidence, B3.1 Career management, B3.4 Networking
4. Fair access		Understands the fair access challenge in the UK and is committed to <b>improving fair access to university</b> .	D1.8 Equality and diversity
		Understands the fair access challenge from a <b>school perspective</b> and the different contexts in which schools run.	D1.7 Collaboration, D3.5 Society and culture
		Creates <b>learning environments</b> that support <b>student success</b> for students from all backgrounds.	D1.8 Equality and diversity



### 3.1 Teaching and pedagogy

Training at The Brilliant Club prepares tutors to design excellent courses based on their research and to deliver placements in schools with a focus of improving student outcomes. We believe that this experience equips researchers with pedagogical tools useful both in school and university teaching.

	Knows how to <b>design assessments</b> , give <b>formative feedback</b> , and <b>mark</b> work to improve student outcomes.
	<b>Designs courses</b> and <b>plans lessons</b> with a focus on student learning.
	Understands the learning background of undergraduate students and supports them to <b>bridge the gap between school and undergraduate learning</b> .
	Is a <b>reflective practitioner</b> who incorporates different pedagogical ideas from research, theory, and practice. Has experience in <b>applying science of learning principles</b> in teaching.

#### Placement activities

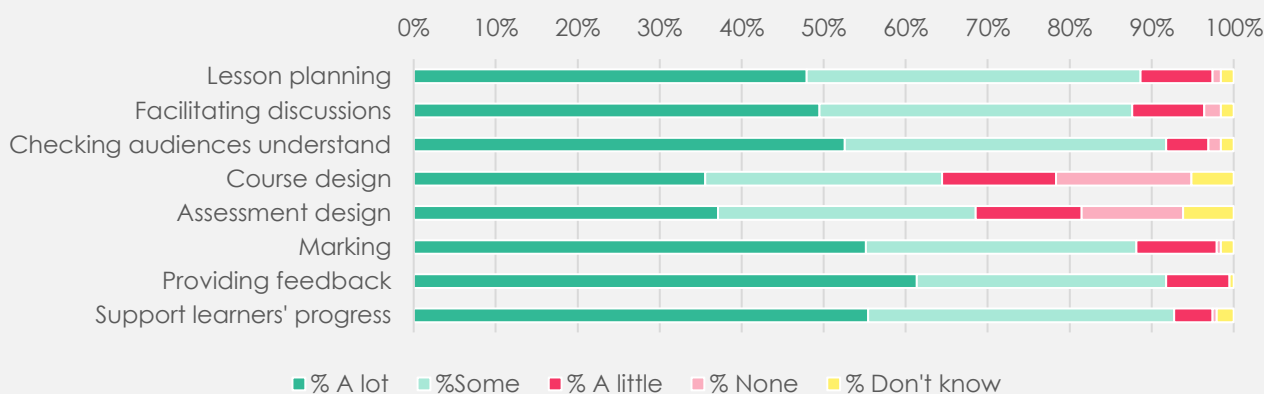
Tutors receive feedback and support from their Programme Officer during the **course design process**, in which tutors create a course handbook based on their research that is pitched for school students studying at GCSE or A Level. To prepare for tutorial delivery, tutors receive training on **key pedagogical approaches**, an introduction to **assessment design** and marking, and training on **how to provide effective feedback**. Tutors deliver seven tutorials that culminate in students producing a challenging final assignment which tutors mark using a university-style mark scheme. A **standardisation process** and **peer moderation** from other tutors supports consistency of tutor marking.

At the end of each term, we asked tutors to reflect on the areas that they have made progress through their work on The Scholars Programme.

#### Teaching and pedagogy

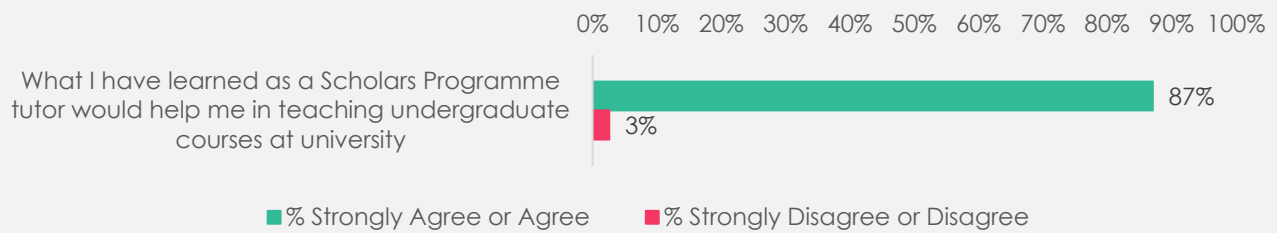
Through your work as a tutor on The Scholars Programme, would you say you have made progress with the following this term?

National Sample tutors: n=194



## Teaching and pedagogy

National sample tutors: n=194



**Note** – Responses were collected on a 5-point scale; this chart contrasts agree vs disagree and does not show middle category responses.

## 3.2 Communication and public engagement

Equipping researchers to communicate effectively with non-specialist audiences is an important aspect of The Scholars Programme. Tutors have told us: if you can explain your research to a 14-year-old, you can explain it to anyone.



Can explain the **'what'** and the **'why'** of **own research** to **non-specialist audiences** and knows how to check that audiences understand.

Is **committed to support public engagement** at university.

Uses academic expertise to **develop university readiness skills** of potential university students.

### Placement activities

Tutors create courses based on their research, aiming to develop students' academic knowledge and skills. Course outcomes, baseline and final assignments are designed to support The Brilliant Club's university readiness framework. During placements, tutors need to adapt their pitch to the specific group of students.

Northumbria University: 2023-24 numbers relating to communication and public engagement	
# placements delivered	19
# tutors	6
# tutors that worked with students across more than one key stage	1

### 3.3 Professional and career development

Tutoring on both programmes supports researchers in developing a broad employability skillset that can be used in academic and non-academic roles. This includes working as lecturer and researcher, in widening participation roles or in industry jobs.



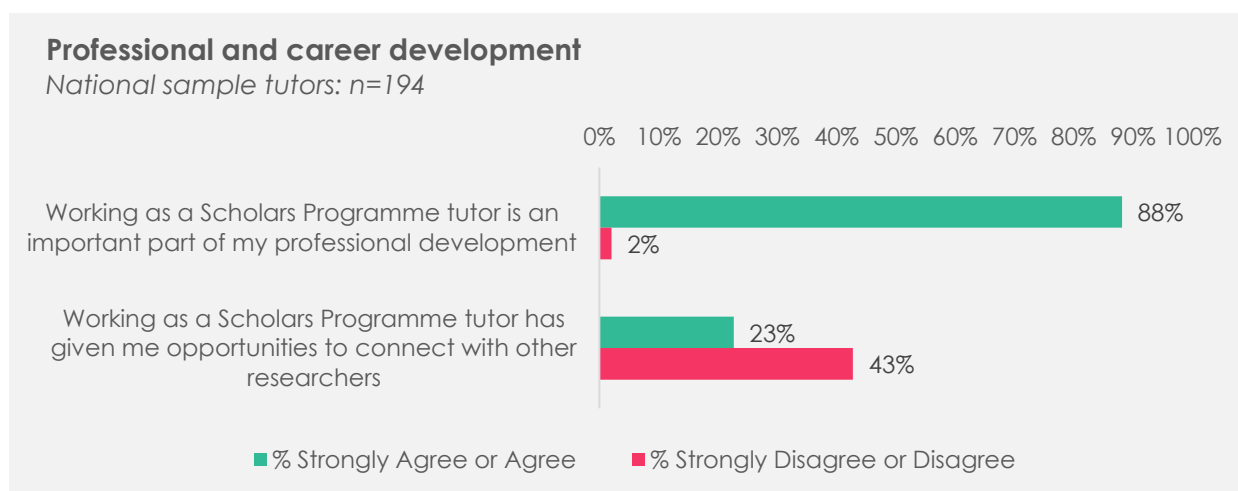
Is **enthusiastic** about own work and motivated to engage in opportunities for **researcher development**.

**Manages own time** effectively to complete research while preparing and delivering excellent teaching.

Is **self-confident** in presenting own skills and experiences to pursue **career opportunities** and builds **networks** with other researchers for mutual support.

#### Placement activities

Throughout placements, tutors need to practice good time management to work on their research while delivering weekly tutorials, marking baseline and final assignments, and updating lead teachers weekly on student progress.



**Note** – Responses were collected on a 5-point scale; this chart contrasts agree vs disagree and does not show middle category responses.

### 3.4 Fair access

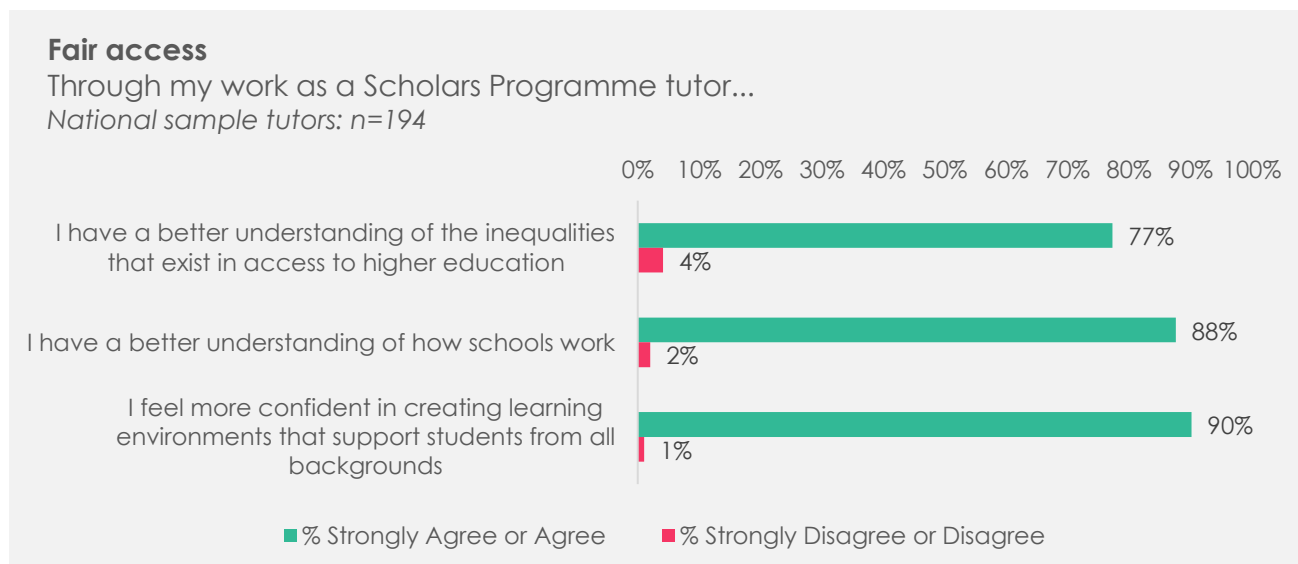
By delivering The Scholars Programme and receiving expert training and support throughout placements, PhD tutors develop a better understanding of the fair access challenge and how they can work with schools to improve outcomes for students from underrepresented backgrounds.

	Understands the fair access challenge in the UK and is committed to <b>improving fair access to university</b> .
	Understands the fair access challenge from a <b>school perspective</b> and the different contexts in which schools run.
	Creates <b>learning environments</b> that support <b>student success</b> for students from all backgrounds.

#### Placement activities

At least 55% of the students that tutors work within each school meet one or more of The Brilliant Club's targeting criteria for underrepresentation at university. **91%** of students that Northumbria University tutors worked with in 2023-24 met one or more of The Brilliant Club's targeting criteria for underrepresentation at university.

Northumbria University: 2023-24 placement and tutor numbers relating to fair access	
# students that tutors worked with from low participation areas (POLAR4 Q1+2)	213
# students that tutors worked with in schools located in social mobility cold spots (as defined by the Social Mobility Index)	29
# students that tutors worked with in rural schools (as defined by the rural/urban classification by the ONS)	24



**Note** – Responses were collected on a 5-point scale; this chart contrasts agree vs disagree and does not show middle category responses.

## 4. Appendix

### 4.1 Tutor table

This table lists tutors that have delivered placements in 2023-24.

Tutor	Research area	Department	Course title(s)	# TSP placements in 2023-24	# placements ever	Key stages ever worked with	Placement schools 2023-24	Placement LEAs 2023-24
<b>Mark Parry</b>	Climate Change Perception, Engagement and Response in the United Kingdom and the Crown Dependencies: The Case of Youth Participation	Geography	Climate Change Political Action within the United Kingdom	9	55	2, 4	Hull Trinity House Academy, Brigshaw High School, Outwood Academy Normanby, Brooke Primary Academy, The Birley Academy, Manor Community Academy, North Shore Academy, Freebrough Academy	Kingston upon Hull, City of, Leeds, Redcar and Cleveland, Doncaster, Sheffield, Hartlepool, Stockton-on-Tees
<b>Eloise Scott</b>	Late-18th, Early-19th Century English Literature	English Literature		5	12	4	North Durham Academy, Walbottle Academy, North Gosforth Academy, St Robert of Newminster Catholic School and Sixth Form College Washington, Consett Academy	County Durham, Newcastle Upon Tyne, North Tyneside, Sunderland
<b>Rosiered Brownson-Smith</b>	Exercise Prehabilitation for Peripheral Neuropathy in	Sport, Exercise and Rehabilitation	Biology: The Healthy Heart	1	1	2	Tanfield Lea Community Primary School	County Durham

	Women With Breast Cancer							
<b>Rebecca Pearman</b>	Microbes on Textiles	Institute of Biotechnology	SPORES: The good, the bad and the useful	2	2	4	Bedlington Academy, Red House Academy	Northumberland, Sunderland
<b>Clair Preece</b>	A study of the diagnosis, treatment and epidemiology of Mycobacterium abscesses in patients with cystic fibrosis	Microbiology	Solve the Mysteries of Microbiology	1	4	5	St Robert of Newminster Catholic School and Sixth Form College Washington	Sunderland
<b>Alkis Lathouras</b>	How do small neighbourhood parks affect the local real estate and the community? A case study in Manchester's wider city centre. A socio-spatial population displacement and inequality inquiry based on the small green public space power.	Architecture and Built Environment	Engineering: WeCount: Can you shape your city?	1	1	3	Wellacre Technology Academy	Trafford



