

AccessEd

Programme
Impact Report
Year One

ZA2017



Contents



Follow Us
@BrilliantClub
@_AccessEd

- 03 Welcome
- 04 About Us
- 05 AccessEd ZA
- 07 Programme Overview
- 09 Research-Based Courses
- 11 Researcher Development
- 12 Programme Impact
- 13 Outcomes and Reporting
- 14 Impact Data



“

I really will miss this club, it was like a family to me. I really learnt a lot and I hope that I will share my knowledge and my experience with other learners.

Grade 8 Learner, LEAP Science and Maths School

Welcome



Simon Coyle

Welcome,

We are delighted to present the first AccessEd ZA programme summary and impact report for the pilot year over 2017.

We are pleased to report that our pilot programme in South Africa supported 109 learners in 8 townships across 2 provinces. We worked with 6 school partners and IkamvaYouth to place 8 PhD/MA researchers to work with Grade 8-10 learners.



Dr Rajbir Hazelwood

We hope you enjoy reading this impact report and learning more about our work. As our pilot reaches its end, we greatly value hearing feedback from colleagues so please do not hesitate to get in touch if you have any feedback about the programme or our pilot year impact.

We are now looking forward to building the partnerships and support that will allow us to extend the work of AccessEd ZA over 2018. If you are already working with us, thank you for your hard work and support. If you are not yet, please get in touch to find out more about joining us in our mission to increase fair access to university.

Yours sincerely,

Simon Coyle

Co-Founder and Director, AccessEd
Co-Founder, The Brilliant Club

Dr Rajbir Hazelwood

Programme Director, AccessEd

About Us

The Brilliant Club is an award-winning and independently-evaluated UK charity that is building a movement that mobilises the PhD community to increase fair access to highly-selective universities. Supported by The Sutton Trust, Teach First, Challenge Partners and other sector leaders, The Brilliant Club is now active across the UK. It works with over 30 leading universities and over 500 state schools.

By 2021, The Brilliant Club will reach more than 60,000 young people, supporting 6,500 pupils from under-represented backgrounds to progress to highly-selective universities.



AccessEd is a non-profit organisation established by the co-founders of The Brilliant Club. AccessEd supports education leaders to start-up and then scale Brilliant Club-style programme overseas.

AccessEd is currently establishing programmes in the USA, South Africa and Hong Kong, with a pipeline of applications from prospective partners across Europe and Asia-Pacific. AccessEd aims to have a global-level impact by helping to develop fair access organisations in 10 countries over the next five years.



The Brilliant Club and AccessEd are sister organisations. We share the same mission of increasing fair access to higher education. AccessEd works towards the mission by innovating new programmes and by building a network of mission-aligned partners.

University Access

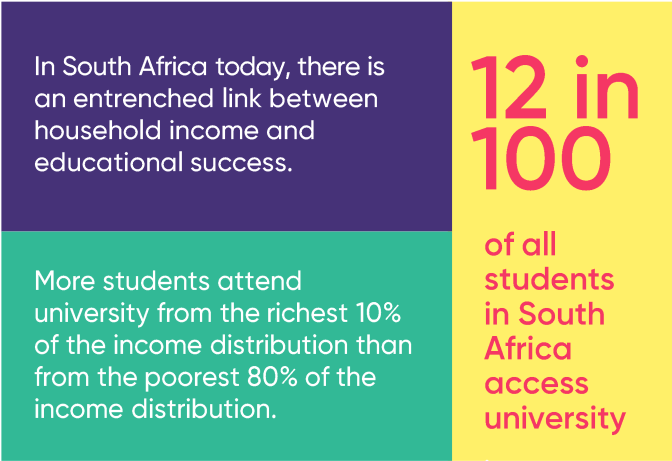
A university education can be transformative. Graduates have better employment prospects and earning power, better health and wellbeing, and better civic engagement.

Indeed, UNESCO aims that by 2030, all men and women will have equal access to high quality, affordable technical, vocational and tertiary education, including university.

Despite the benefits for individuals and societies, inequalities in university access are pervasive across both the developed and developing world.

We believe that addressing this problem is both an economic imperative and a matter of social justice: all economies strive to maximise the potential of their human capital; and justice demands that any society develops engaged citizens and provides fair access to opportunity.

AccessEd ZA



Following interest from education leaders in South Africa in the Brilliant Club model, AccessEd ZA was established in September 2016.

The programme was designed by AccessEd in collaboration with school and non-profit partners.

AccessEd ZA exists to increase the number of learners from under-represented backgrounds progressing to university. It does this by mobilising the research community to share its expertise with schools.

Year One Reach

Partnerships

In 2017, AccessEd ZA worked with school and non-profit partners:



Scale

In 2017, AccessEd ZA supported:



Targeting

In 2017, AccessEd ZA worked with:





“The learners have been very passionate and have shown excellent understanding of the course. Teaching ASE learners has been a real pleasure and I wish them all the best of luck!

PhD Tutor, Kelvin Yoro (University of the Witwatersrand)

Programme Overview

AccessEd ZA is designed to give young people an authentic experience of university. From being taught by postgraduate tutors, to studying undergraduate-style topics, we aim to break down barriers to university. The diagram below shows the 'learner journey' through an AccessEd ZA programme.



1 Learner Selection

The programme is academically rigorous and aimed at high-performing learners. Each researcher works with 12 learners, in two small – groups of six. Schools are asked to select learners for the programme.

Start here...

Learner Selection

2 Academic Tutorials

The PhD/MA tutor visits the school on a weekly basis to deliver a series of 8 university-style tutorials to small groups of learners. Courses are based on the tutor's own academic research.

3 Final Assignment Submission

Learners complete a challenging final assignment that is marked by the researcher and moderated by AccessEd ZA. Grades are given in the style of universities, with learners receiving a 1st, 2:1, 2:2 or a 3rd.

WELL DONE

Feedback Tutorial 8

4 Feedback

In the final in-school tutorial, researchers give one-to-one feedback on final assignment marks and overall performance throughout the programme. All learners receive written feedback.





“The learners at IkamvaYouth have been a pleasure to teach and have show real enthusiasm for the programme. I will really miss them and our enriching conversations!
MA Tutor, IkamvaYouth Nyanga

Research-Based Courses

Excellent course design is central to the success of AccessEd programmes

All AccessEd ZA tutors complete researcher development training designed to make the most of their unique passion for their subject and their academic knowledge.

Each course is individually designed by the PhD/MA tutor and based on their research. Tutors produce a course handbook in line with our template, which is designed to ensure that learners are supported and challenged throughout.

Humanities

Social Sciences

Life Sciences

Physical Sciences

Fictions, Fakes and Mistakes: Writing Roman History in the Eighteenth Century

Surviving the Black Death: The Plague and Fourteenth Century English Society

The Moral Justification of Punishment

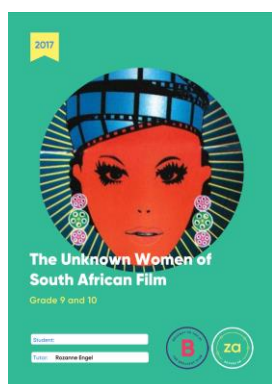
Cyborg Urbanization: Are Cities Natural?

The Fingerprints of Time

Understanding Viral Infections

Journey to the Coldest Place in the Universe

What's Up is Down: Making Sense of the Quantum World



Rationale

Every handbook includes a rationale that serves as an introduction to the course, providing a 'hook' to get learners excited about what they will be learning.

Glossary

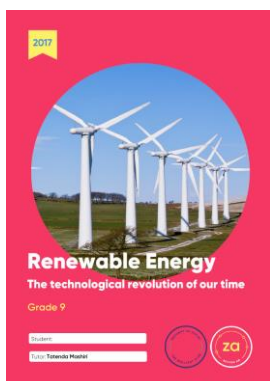
Every course handbook contains a glossary of key vocabulary to introduce learners to technical and subject-specific vocabulary.

Resources

All tutorial and homework resources, including activities and required readings, are included in each handbook.

Mark Scheme

Mark schemes will show what a typical 1st and 2.2 level learner demonstrates in terms of their understanding of the course material and the subject-specific skills they have applied.





“ I really enjoyed my time with AccessEd, and my students. This is a great initiative that I hope can go beyond the UK and South Africa. It has helped me look at my study differently, and given me an opportunity to discuss it with people I never thought it would make an impact on. Thank you!

Mannini Kotele, MA Student Education Policy Studies, Stellenbosch University



“ The learners were very eager to learn new things, the lead teachers were also very supportive to me as a tutor. I never knew I had a firm grasp of what my PhD research entails, until I communicated it effectively in the simplest form to Grade 8 and 9 learners. Thank you AccessEd for digging up the excellent teaching potential hidden in me.

Dr Kelvin Yoro, PhD Chemical Engineering, University of Witwatersrand

“ I have grown as a scholar and a teacher. Trying to downscale abstract theory to the level of junior secondary students for the purpose of dissemination challenged me to evaluate and critique my own understanding. It is one thing to think one understands simply by reading a text, but it is a totally different world to explain it to others and try to analyse oneself while doing so to check for clarity and accuracy. This experience has promoted much needed reflexivity.

Themba Tshabalala, MA Development Studies, University of Witwatersrand

Researcher Development

AccessEd ZA Researcher Development Training supports researchers to become effective PhD/MA tutors and to develop skills they can use in their wider careers, including teaching undergraduates and public engagement.

Following selection at an assessment centre, all our PhD/MA tutors complete a structured programme of training, designed and delivered by qualified teachers and PhD graduates.

This programme includes four strands: tutorial pedagogy, curriculum design, professional expectations, and the context of the secondary education system.

PhD /MA tutors are assigned a Programme Manager who organises their tutorials and supports them to design and deliver an effective course of tutorials.

Recruitment, Training and Feedback



32 researcher applications



16 accepted at Assessment Centres



8 placed and trained



16 hours of training delivered



100%

of all tutors attending training rated it as excellent or good



100%

agreed "I am motivated to deliver additional public engagement activities through my university"



100%

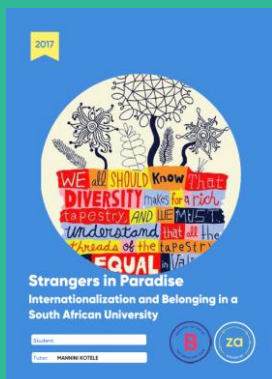
would tutor with AccessEd again and recommend it to friends



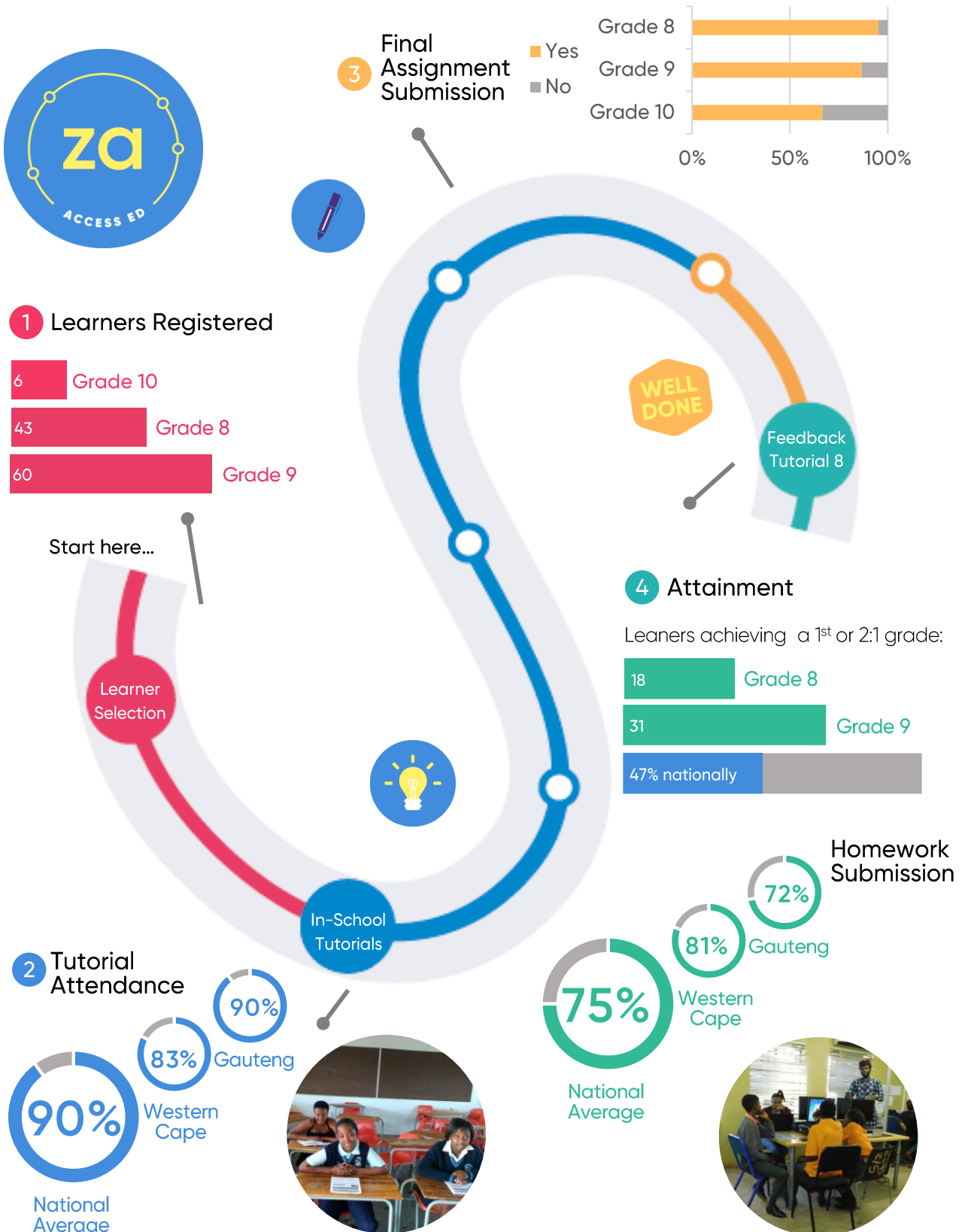
100%

of all tutors felt better equipped to teach undergraduates

Examples of course handbooks developed by AccessEd ZA PhD/MA tutors in 2017:



Programme Impact



Outcomes and Reporting

Learner Outcomes

AccessEd ZA exists to increase the number of under-represented learners progressing to university. This is the long-term outcome we work towards.

However, as a university access programme working with learners from age 13, we know we will have to wait several years to know a learner’s final education destination. As well as evidencing this long-term outcome, we must also demonstrate our shorter-term impact on learners.

To this end, we have designed a competency framework that details how we support learners to develop the knowledge, skills and ambition needed to progress to university. This framework is built upon a series of six cognitive and non-cognitive skills that the literature shows as having a positive impact on academic attainment, as well as life outcomes more widely.

For the pilot programme in South Africa, we measured the progress of learners across one of our core competency skills: meta-cognition. We also measured progress on a series of general university readiness competencies.

Competency Framework

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

Method Notes

We assessed general university readiness and meta-cognition (cognitive strategy use and self regulation) using a standardised self-report questionnaire from the academic literature called ‘The Motivated Strategies for Learning Questionnaire’, which is widely used. It is a highly reliable and valid assessment.

Interpretation Notes

The numeric shifts on standardised Likert scales for pre- and post-assessments can often be small (e.g. less than 1.0). This is typical for these types of tests, and in many instances small numeric differences are statistically significant suggesting that there is a real difference in performance between the pre- and post-assessments.

Impact Data

University Readiness

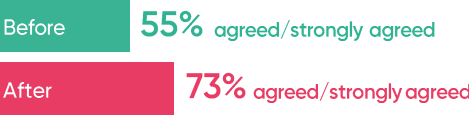
Q1: I have a good level of knowledge in the subject that this course focuses on



Q2: I can complete written work to the same standard as a learner two years above me at school



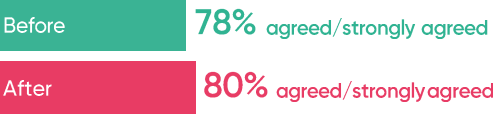
Q3: I would feel confident talking to a university teacher about my work



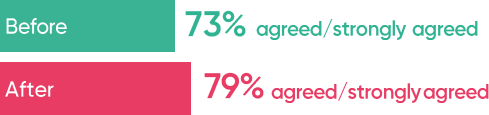
Q4: I understand why and how people study when they are at university



Q5: I plan to go on and study at university when I am older



Q6: I plan to go on and study at one of the best universities in the country when I am older



University
Readiness

Pre: 3.8/5 → Post 4.5/5 + 0.7%

Impact Data

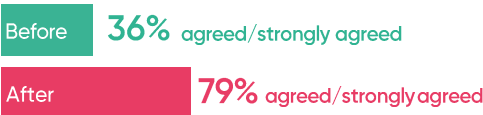
Meta-Cognition

The following data is for select meta-cognition questions from the pre- and post-test. The change in average scores (out of 5) is for all questions in the category.

Q1: When I study for a test, I try to put together the information from class and from the book



Q2: When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly



Q4: I always try to understand what the teacher is saying even if it doesn't make sense



Q8: I use what I have learned from old homework tasks and the textbook to do new tasks



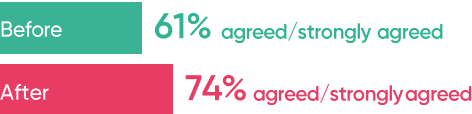
Q10: When I read material for my lessons, I say the words over to myself to help me remember



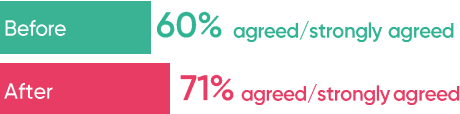
Q11: I outline the chapters in my book to help me study



Q12: When reading I try to connect the things I am reading about with what I already know



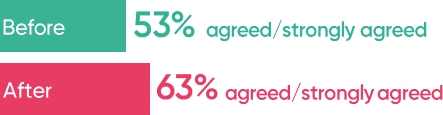
Q13: I ask myself questions to make sure I know the material I have been studying



Q15: Even when study materials are dull and uninteresting, I keep working until I finish



Q17: When I'm reading I stop once in a while and go over what I have read



Meta-Cognition

Pre: 3.7/5 → Post 4.2/5 + 0.5%

AccessEd

access-ed.ngo

@_AccessEd

hello@access-ed.ngo

(44) 207 939 1948

ZA2017

c/o The Brilliant Club • 66 Hammersmith Road • London • W14 8UD • United Kingdom
AccessEd is a non-profit company registered in England (#10383890)

