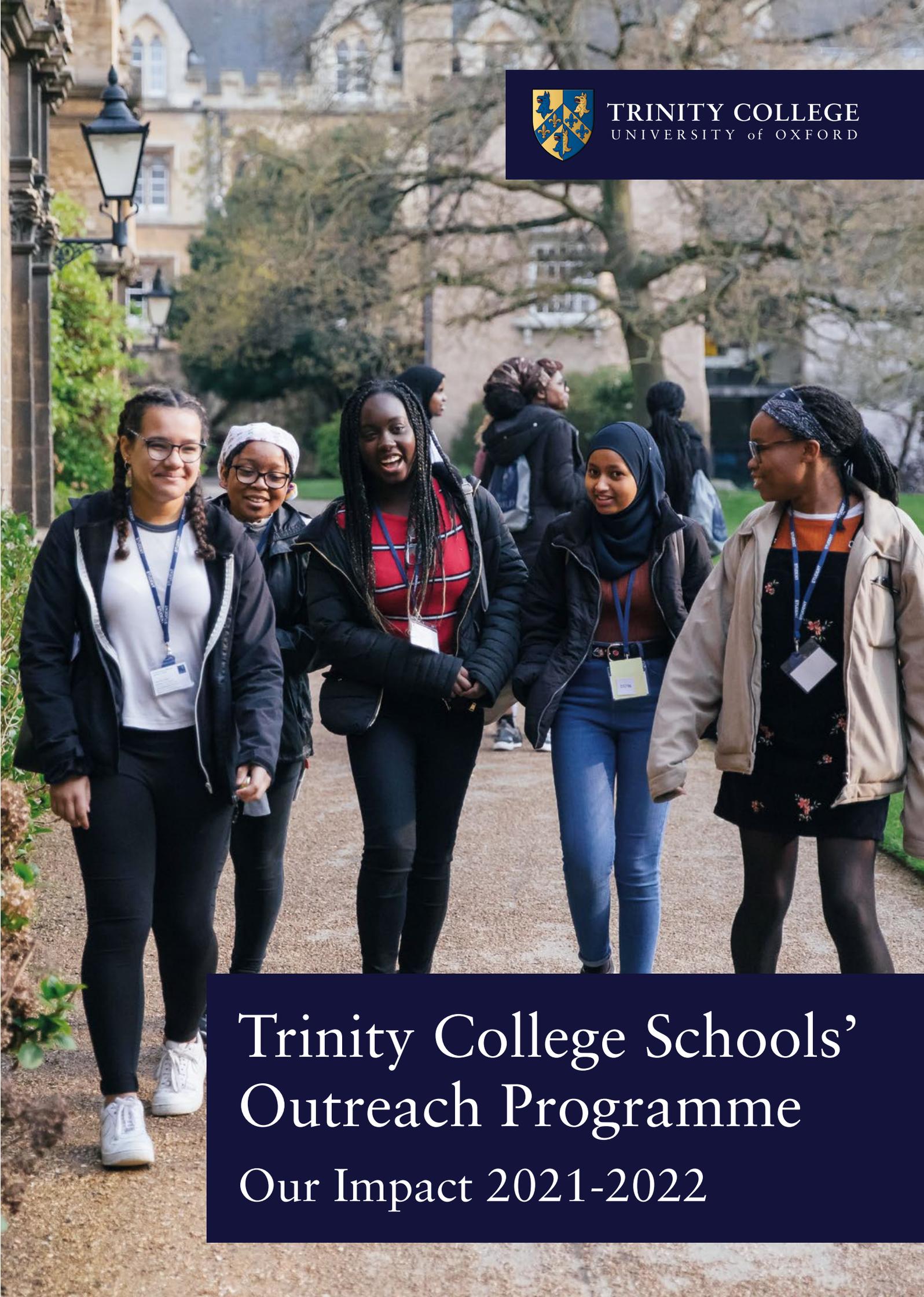




TRINITY COLLEGE
UNIVERSITY of OXFORD



Trinity College Schools' Outreach Programme Our Impact 2021-2022

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 are 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 North East 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 North East England.

We prioritise outreach engagement with schools with 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 (currently under review)	Access and outreach programme aims
TARGET 1 To reduce the gap in participation rates for disadvantaged students (ACORN) to 3:1 by 2024-25	AIM 1 Increase knowledge of the benefits of higher education.
TARGET 2 To reduce the gap in participation rates for under-represented students (POLAR4) to 8:1 by 2024-25.	AIM 2 Development of realistic attitudes about Oxford ("Demystifying Oxford").
TARGET 3 To eliminate the gap in offer rates for Asian applicants by 2021-22	AIM 3 Increase awareness of the breadth of university courses and where they lead post-university.
TARGET 6 To help raise attainment in schools through a programme of student and teacher focused activities.	AIM 4 Increase awareness of the Distinctive features of studying at Oxford.
	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.
	AIM 6 Increase motivation to learn and study.
	AIM 7 Improve skills necessary for university study.
	AIM 8 Broadening subject knowledge.
	AIM 9 Raising attainment

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>. These targets are currently under review for 2023 onwards

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

In 2022 we welcomed our new Access Officer, **Robert Harrison**, who is based at Trinity College and supports the Head of Access to deliver our programme in local schools in Oxfordshire and Milton Keynes. Rob also runs all outreach events and school visit days to the College and oversees our thriving undergraduate ambassador programme.

Based in the North East, our Teacher Engagement and 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 community outreach programme offering bespoke local support to students of mixed ages, parents and teachers. Support includes running 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 in conjunction with the University of Cambridge for students.

Hannah Rolley is the Head of Access and oversees the development and delivery of our access activity across all regions and is based in Oxford. Hannah also coordinates and delivers our year-long online teacher CPD programme.



Summary of our work in 2021-22

It has been another effective year for Trinity College Access Department. We continued to deliver outreach workshops and sessions through virtual, in-person and hybrid formats which has saved time and increased accessibility for teachers, students, and parents.

We hosted 1295 students during our college visit days, worked with over 4000 students in their school across our linked regions, engaged with over 700 parents in our online sessions and 95 teachers took part in our online CPD programme.

We have also increased our engagement with third sector organisations Universify, the Brilliant club and The Oxford Hub. We hosted residential experiences for 56 students in Years 10 to 11 and over 200 children in Years 4-6 visited Trinity College from five Primary schools in Oxfordshire.

In 2021-22 UNIQ and Target Oxbridge both resumed their in-person residential programme at Trinity College. We hosted 44 Target Oxbridge and 50 UNIQ residential students in College in April and June respectively. We also worked in collaboration with the Oxford Centre for Islamic Studies, to offer an 'Access to Oxford' day exclusively for 60 young women in Years 10-12 with Bangladeshi and Pakistani heritage.

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

We also ran three offer holder welcome events both in Oxford and the North East for 126 students, 38 parents and offered coaching support to seven Trinity College offer holders from under-represented

backgrounds during Year 13 and throughout their first year as an undergraduate in 2021-22.

As the following report highlights, our outreach engagement with parents, teachers and students has continued to receive positive feedback from all and during 2021-22 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 50.8% in 2017 to 57.4% in 2021 and those admitted coming from socio-economically disadvantaged areas increased from 8.2% in 2017 to 11.6% in 2021. 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.

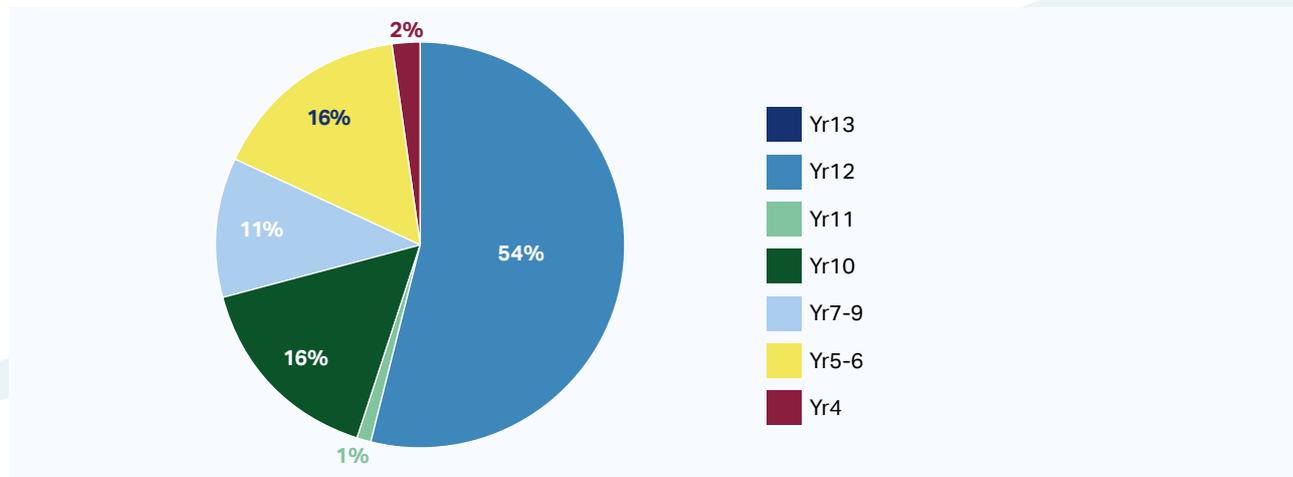
Trinity College outreach provision for students, parents and teachers 2021-22

For students

This year saw a steady return to in-person outreach delivery as schools were once again invited to participate in visit days to the College. Between September and June, we welcomed over 1,295 students into College from over 81 different schools in Oxfordshire, Milton Keynes and the North

East, during which they heard about student life, admissions at Oxford and took part in academic taster sessions. This included five residential programmes of activity for 145 students from 20 different schools in the North East.

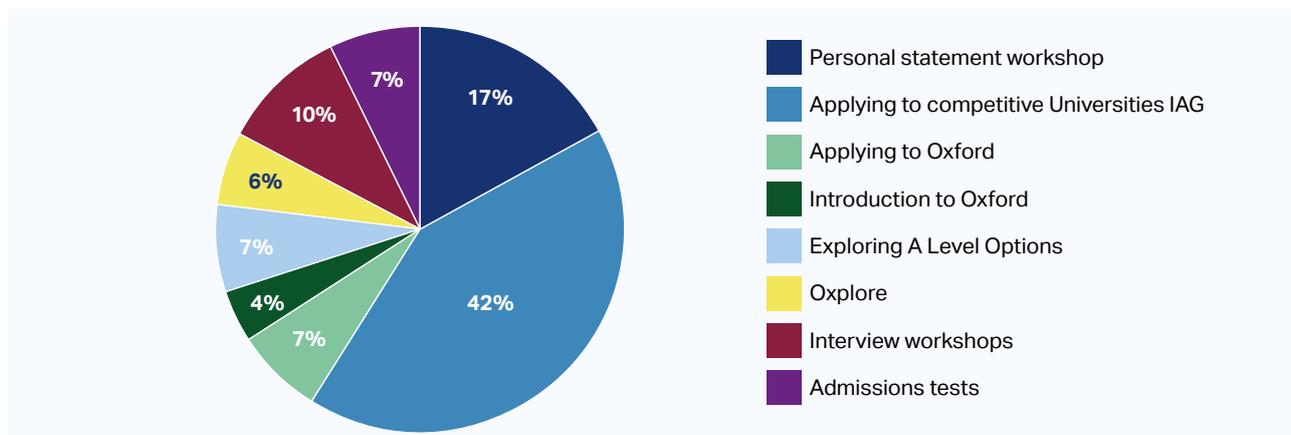
The proportion of 1295 students who visited Trinity College to find out about the University of Oxford by year group



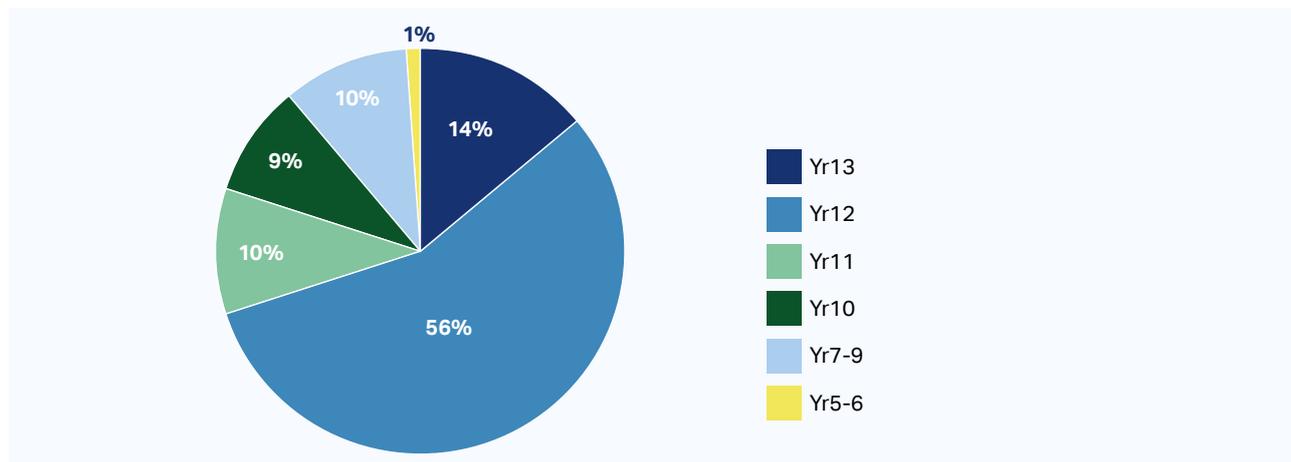
We also worked with 4066 students in their own schools in Oxford, Milton Keynes and the North East. This work supported students in Year 5 to Year 13 to develop their knowledge and understanding of the benefits of going to University, GCSE and A Level

choice, support to apply to competitive universities, admissions guidance to apply to Oxford, personal statement and interview workshops and Explore thinking skills sessions.

The proportion of 4066 students we worked with in schools by session type



The proportion of 4066 students we visited in schools by year group



Our work with older students has been particularly well received again this year, with very positive feedback from students. For example, 98% of students giving feedback² who attended a session to learn about Oxford and the application process said they *Completely* or *Mostly* agreed they had a much greater understanding of what life is like at the University of Oxford and the academic demands there. And of those giving feedback³ who took part in a personal statement workshop, 89% *Completely* or *Mostly* agreed they felt more confident in being able to prepare well for the application process than before the session.

Trinity College continues to actively support the University-wide outreach programmes Target Oxbridge⁴ and UNIQ⁵, which offer transformational experiences for their participants. Target Oxbridge 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. 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. In 2021-22 UNIQ and Target Oxbridge both resumed their in-person residential programme at Trinity College and we hosted 44 Target Oxbridge and 50 UNIQ residential students in April and June respectively.

Last year we stated our intention to develop positive action events for under-represented minority ethnic groups and in addition to supporting Target Oxbridge, we worked in partnership with the Oxford Centre for Islamic Studies, to develop an 'Access to Oxford' day exclusively for young women in Years 10-12 with Bangladeshi and Pakistani heritage.

² 141 students responded to our feedback survey

³ 37 students responded to our feedback survey

⁴ <https://targetoxbridge.co.uk/>

⁵ <https://www.uniq.ox.ac.uk/>

There was great demand for the event: we received over 170 requests from state schoolteachers and parents for 60 places. The event feedback⁶ showed 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. A full 50% of respondents said they would *Definitely* or were *Very likely* to consider Oxford as one of their future university options, compared to just 16% before. And when asked how welcoming they thought the University of Oxford would be prior to the day just 23% of students said they thought the university was a *Fairly* or a *Very welcoming* place which increased to 93% after the day.

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 Faculty of Classics. The third cohort, taking the programme over six study days and two one-week summer schools in 2021-3, currently includes 16 students in years 11-13. Feedback in summer 2022 showed that 75% of this group were *Definitely* or *Probably* considering an application to Oxford, while 56% were *Definitely* or *Probably* interested in further study of classical subjects. From the previous two cohorts (2017-19 and 2019-21) we know of at least ten students who were offered places at Oxford, and at least 12 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, this year we took part in a new initiative involving five Oxford colleges who were twinned with 5 city primary schools. Trinity College is twinned with St Christopher's Primary School, and we aim to ensure every pupil in the school has had a visit to the

University by the time they reach Year 6. This year we welcomed the whole of Year 4 to take part in a scavenger hunt in college and a further 99 Year 5-6 pupils who took part in an MPLS taster day hosted in collaboration with the Chemistry Department. We also welcomed 107 pupils in Year 5-6 from 3 of the other primary schools in the project for a second MPLS day hosted in collaboration with the Department of Chemistry.

In 2021-22 we also joined up with two third sector organisations to support students with their academic futures. We worked with the Brilliant Club⁷ to deliver an academic programme of enrichment for Year 9, including a residential visit to Trinity for 39 students and their teachers from eight different schools in the North East. We also supported 17 students from seven different schools in North East in another collaboration with University⁸, which offers a programme aiming to support a raise in GCSE attainment during a year-long coaching and residential project for Year 11 students.

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 have a full suite of recorded outreach sessions for all students in KS3, KS4 and KS5 so that teachers can request and use these more flexibly as the demands on the teaching day have become more pressing. 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 over 217 students registered and attending individual sessions.



⁶ 13 students responded to our feedback survey

⁷ <https://thebrilliantclub.org>

⁸ <https://www.universifyeducation.com/>

Support for our offer holders

In collaboration with the Bridging Project⁹, we offered coaching support to seven Trinity College offer holders from under-represented backgrounds during Year 13 and throughout their first year as an undergraduate in 2021-22. The aim of this project is to support first generation offer holders with their transition to university. Students are offered 12 personal coaching sessions over the course of the year to help them increase confidence and build key skills such as problem-solving and organisation required to support the transition to Oxford.

The feedback on this support has been very positive with all agreeing the coaching sessions have been Very or Quite helpful. The students told us they wanted to get the following out of the project:

- reassurance when starting university
- a wider range of ways to reach goals
- to gain confidence about life at uni, get career and financial advice as well as learning to cope with imposter syndrome.
- someone who would be able to guide me through any unexpected challenges that arose
- help adjusting to uni and advice
- sense of comfort in the specifics of Oxford

Four students felt everything they hoped to get out

of the project has been *More than achieved* and two agreed this had been *Partly achieved* so far. And all students agreed they would recommend this project to new offer holders.

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 2022, both events were hosted in person once again. 78 Trinity College and 48 North East offer holders (with 36 of their parents) attended our welcome events.

Feedback¹⁰ 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: 64% of offer holders were Very likely to accept their offer from Trinity College prior to the day which rose to 84% after the event.

In 2021-22 Trinity made five offers to disadvantaged students through Opportunity Oxford¹¹, 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 will continue to make offers to students through this programme in 2022-23 and beyond.

"Having someone to talk to and help me map out my next steps about sorting out budgeting, revision and career goals. I even got advice for a vac internship interview that I ended up luckily securing thanks to the advice. But most importantly, my coach's support and kindness has been the most helpful while trying to ease into uni life"

2022 OFFER HOLDER



⁹ 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/>

¹⁰ 50 students responded to our feedback survey

¹¹ Find out more about Opportunity Oxford here: <https://www.ox.ac.uk/admissions/undergraduate/increasing-access/opportunity-oxford>

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 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 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 95 teachers taking part in this year's programme, a total of 45 University of Oxford's PGCE teachers placed in 21 Oxford schools participated in some or all of the six sessions on offer. As well as the option to receive a certificate for completion, the programme gives teachers the flexibility to hop into sessions as and when they need specific support or guidance at key points throughout the year.

Pre- and post-session surveys, using similar statements to those outlined in the widely reported Sutton Trust teacher poll¹², 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 66.7% of teachers responding to our survey¹³ 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 over 79% of teachers reported they did not agree with this statement at all. Only 20% of teachers believed A lot or Completely '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.

"Prior to the course, my thoughts were that it was extremely hard for those students from state school to be accepted into Oxford. This was due to the competitive nature of the University entry process. Having been through course I can see that this not the case and that the university are working towards creating more opportunities for those underrepresented students, who are often from state schools, a chance to join Oxford."

PGCE HISTORY TEACHER



¹² <https://www.theguardian.com/education/2016/oct/13/oxbridge-fails-persuade-state-teachers-send-pupils-interview>

¹³ 24 of the 95 teachers completed our survey at the end of the programme

Teachers also reported a significant increase in their overall knowledge about the University of Oxford and the distinct features of the application process. Just 43% reported feeling A Lot or Completely knowledgeable before, compared to 100% after the programme.

It was very encouraging to see significant increases in knowledge about specific parts of the admissions process. For example, prior to the programme just 12% of teachers reported being A lot or Completely knowledgeable about the academic interview, compared to 100% after the programme.

"It was really useful knowing how to assist pupils with their applications through writing teacher references and helping them with their personal statements. How much they should write, what percent should relate to academia and what to non-academic things they do etc. Also knowing how you can help prepare pupils for what to expect at their interview and where they can find out about admission tests for not only Oxford but other universities as well."
YR12 TUTOR AND TEACHER

"[the course helped] cement understanding of the process as a whole, get to know what the institutions are and aren't looking for, how best to support as a teacher and ideas to pitch to a whole school to help maximise opportunities for students in terms of super curriculars that build oracy and may provide a springboard into the depths of their subject interest"
MFL PGCE TEACHER

"I would like to have given all options a high score as I have not been through an Oxford application before, so I found all of the sessions really helpful. The feedback on the admission tests and the interview from the invited guests [tutors] was very helpful."
GEOGRAPHY PGCE TEACHER

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 70% prior to the course to 96% 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 25% of teachers said they felt A lot or Completely confident to do so, compared to 96% after the course.

"The course gave me the insight that the Uni of Oxford is open to all and that if a student wants to apply, it should really be supported."
R.E AND MATHS TEACHER

"I am now confident; I am well equipped to identify and support students at the right points."
ENRICHMENT COORDINATOR AND ENGLISH TEACHER



Please rate how strongly you believe the following statements:	BEFORE THE PROGRAMME				AFTER THE PROGRAMME			
	Not at all %	A little %	A lot %	Completely %	Not at all %	A little %	A lot %	Completely %
The University of Oxford is not a place for state school students	33.3	45.8	16.7	4.2	79.2	12.5	8.3	0
The majority of undergraduates at the University of Oxford are from private schools	16.7	33.3	41.7	8.3	50.0	33.3	12.5	4.2
The University of Oxford cares about increasing access to students from state schools	4.2	75.0	12.5	8.3	4.2	4.2	62.5	29.2
It is not worth qualified students wasting a UCAS option on the University of Oxford	66.7	25.0	8.3	0	91.7	8.3	0	0
Every student should be supported at some point to explore the the University of Oxford as a possible future option	4.2	41.7	16.7	37.5	8.3	16.7	16.7	58.3
	Not at all %	A little %	Very %	At every opportunity %	Not at all %	A little %	Very %	At every Opportunity %
How likely were you to support and encourage pupils to make an application to the University of Oxford?	0	29.2	58.3	12.5	0	4.2	45.8	50.0
	Not at all %	A little %	A lot %	Completely %	Not at all %	A little %	A lot %	Completely %
How knowledgeable were you in each of the following areas:								
Oxford University and the admissions process	25.0	29.2	37.5	8.3	0	0	54.2	45.8
Writing the teacher reference	54.2	20.8	20.8	4.2	0	0	54.2	45.8
Supporting the personal statement	33.3	33.3	29.2	4.2	0	0	54.2	45.8
Academic enrichment	58.3	20.8	16.7	4.2	0	4.2	50.0	45.8
Oxford admissions test	66.7	25.0	8.3	0	0	4.2	54.2	41.7
The academic interview	33.3	54.2	0	12.5	0	0	56.5	43.5
How confident did you feel about offering information and support to your pupils about the University of Oxford?	16.7	58.3	16.7	8.3	0	4.2	50.0	45.8

Our 2022 teachers' pre and post programme surveys show positive changes in all beliefs and knowledge about the University of Oxford and the admission process as well as a rise in confidence to support students to apply.

Parents

This year we continued to offer live online evening talks to parents in our linked regions with children in state schools. The aim of these sessions is to provide information and support to those with little personal experience of going to university and the University of Oxford. 204 and 430 parents from the North East and Oxfordshire/Milton Keynes respectively attended these sessions. A further 109 parents in four different schools in the North East attended sessions in person, meaning we engaged with a total of 743 parents of whom approximately 60% had no personal experience of attending university themselves.

Feedback from our work with parents and carers has again been very positive: of the parents who responded to the survey after attending our general session *For Families: A Guide to University*¹⁴, 95% agreed or strongly agreed they felt more informed about the cost and benefits of going to university, 95% of respondents agreed or agreed strongly they had a better understanding of what the University of Oxford has to offer prospective applicants and 88% of respondents agreed or strongly agreed they felt more confident about supporting their child's future choices.

In our session for parents specifically offered as a guide to the University of Oxford,¹⁵ 94% of respondents agreed or strongly agreed they felt more informed about the benefits of going to the University of Oxford. A full 97% of respondents agreed or agreed strongly they had a better understanding of the University of Oxford and the application process, and 84% of respondents agreed or strongly agreed they felt more confident about supporting their child if they apply to Oxford.

Additional support for schools

Last year Trinity College and the Oxford University Careers Service teamed up to improve educational and employment outcomes and boost the aspirations of young people across North East England. Working with the Department for Education's Opportunity North East programme and the region's two Local Enterprise Partnerships, Trinity and the Careers Service launched a tool developed at Oxford to help school pupils make informed career choices.

In conjunction with the Department for Education and its One North East programme, in December 2021 we published our report of a survey of pupil-focus on careers among nearly 1,600 young people in 28 schools across the North East region. The survey revealed some fascinating insights into the careers thinking of Year 10 and Year 11 students in the region, and solidified relationships with Careers Leaders in some hard-to-reach schools in the region. See Litmus report and Oxford website news for further details and the report¹⁶.



¹⁴ 41 out of 258 participants gave feedback for this session

¹⁵ 32 out of 172 participants gave feedback for this session

¹⁶ <https://www.trinity.ox.ac.uk/news/major-partnership-support-careers-education-north-east>

Admissions progress in 2021

During 2021 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 international, UK state and independent school students all have a place, and 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 2017 and 2021 within the total group of UK-domiciled undergraduates admitted to Trinity College, the average proportion of students:

- from state schools rose from 50.8% to 57.4%
- identifying as Black and Minority Ethnic (BME) rose from 10.3% to 26.9%
- from socio-economically disadvantaged areas (Acorn 4&5) rose from 8.2% to 11.6%
- from areas of low progression to higher education (Polar1&2) dropped slightly from 14.8% to 11.8%

Trinity College admissions for 2022 saw a 10.8% increase in the number of state school applications, and a 5% increase in offers compared to those made in 2021

Admissions in our linked regions

Admissions data for all UK regions to the University of Oxford shows some encouraging increases in recent years, for instance, between 2020 and 2021 there was an increase in applications of 3.9%, and across Trinity’s three linked regions, applications rose by 16.2%¹⁷ Whilst the table below shows that year-on-year numbers can rise and fall, there is a positive trajectory in applications to Oxford from all three linked regions¹⁸:



Admissions to the University of Oxford from all 3 regions linked to Trinity College



Admissions data across the three link regions aggregated, 2017-2021 entry years

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.

¹⁷ UAO, University of Oxford Annual Admissions Statistical Report 2022, p.4

¹⁸ Oxfordshire, Milton Keynes and the Northeast of England

New plans for Trinity and Oxford Access and Outreach in 2022-23

In 2022-23 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 backgrounds¹⁹. 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.

Trinity College is poised to make up to five offers in the first phase of the University's Astrophoria Foundation Year²⁰ 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, 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 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 2022-23 we intend to grow our collaboration with external partners. Alongside the Brilliant Club Scholars Programme, we are also expanding our support for up to 20 Year 10 students from Oxford and Milton Keynes state schools, who will join us through Universify for a week-long residential experience in the 2023 summer holiday, followed by ongoing coaching support and another residential in the Spring Term.

Building on last year's stated intention to offer more positive action events for under-represented

minority ethnic groups, we are collaborating with the University's African and Caribbean Society to offer up to 60 state school Year 12 students a visit to Trinity and Brasenose Colleges, including the opportunity to shadow a current undergraduate in a subject of interest and receive guidance and information about the University of Oxford and the admissions process.

We are extending our teacher CPD programme by offering up to 20 participants an enrichment residential experience during the Easter period following the end of the previous year's programme. The aim of the residential is to give teachers the time and space to explore a research question of individual interest, using the library collections at the University of Oxford. Teachers may choose a particular topic of personal interest in their subject area or some aspect of their teaching practice or pedagogy. We are collaborating with the Bodleian Libraries and the Oxford Education Deanery to develop this aspect of our teacher programme and look forward to sharing outcomes next year.

We are also collaborating with the Department of Physiology, Anatomy and Genetics (DPAG) and Jesus College to host eight science teachers from state secondary in Oxfordshire and Wales for a one-week residential practical placement in research groups based in DPAG here at the University of Oxford, in June. The aim of the project is to increase awareness and understanding of how research is conducted at tertiary research institutions, help teachers experience science research at Oxford first-hand instilling the confidence and enthusiasm to encourage students to apply to study science/STEM subjects at university level.

During 2022-23 we also intend to enrich our Trinity College school visit day experiences by establishing an academic ambassador programme through which our academic community can offer subject themed taster sessions to students. We hope this will help showcase subjects that state school students may not have encountered before, inspiring them to consider further exploration and possibly study in the future.

Though we acknowledge there is still much for us to achieve in terms of widening access, Trinity College has made good progress during 2021-22 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.

¹⁹ Other indicators include services children and children with disabilities

²⁰ More information about the Astrophoria Foundation Year is available here:

<https://www.ox.ac.uk/admissions/undergraduate/increasing-access/foundation-oxford>

Contact us:

Trinity College, Broad Street, Oxford, OX1 3BH, UK

Email: access.officer@trinity.ox.ac.uk | Tel: +44 1865 279900