

Post-16 Summer School 2023-24

Implementation and Initial Outcomes Evaluation



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Executive Summary

Leeds Trinity University's Post-16 Summer School is an established programme supporting young people from underrepresented and marginalised backgrounds to access an authentic higher education (HE) experience. In 2024, we carried out an implementation and outcomes evaluation for the July 2024 summer school, drawing on post-activity survey data.

Key findings:

- The summer school appears to be effective at reaching intended target groups, with over a third of participants fitting three or more widening access criteria.
- Although the summer school has been successful at reaching some target groups (disabled young people, those with disrupted studies), further activity is needed to reach the high priority groups of care experienced and Gypsy, Travellers, Roma, Showmen and Boaters (GTRSB) young people.
- Participants feel that the summer school has increased their confidence in relation to higher education and feel that they are now keener to apply.
- Most participants are intending to apply to higher education in the future and feel able to make decisions about higher education that are right for them.
- Most participants appear to have the information that they feel they need and/or the understanding of university study to apply to higher education.
- Further evidence is needed to demonstrate whether there are changes in knowledge, understanding, and sense of fit in relation to HE before and after summer school.
- Further evidence is needed to indicate which elements of the summer school are most crucial in supporting participants' development of understanding and sense of fit within HE. Initial indications suggest that social activities and stretching academic or skills-based activities are considered particularly important by participants.
- Six months after the summer school, participants, their parents and carers, and their teachers rate the summer school highly for preparing participants for university.
- Reports from participants, parents and carers, and teachers six months after the summer school indicate that, for several participants, the effects of the summer school on social confidence and confidence in ability to progress to university have persisted.
- Motivation, confidence, and increased understanding of university are referenced as positive outcomes by parents and carers, and teachers.
- Overall, there are indications that the summer school has been successful in achieving its intended short-term outcomes around increased knowledge and understanding of HE, preparedness to apply to HE, and sense of fit within HE. Longer-term outcomes will be assessed through applications to Leeds Trinity and will be reported on in 2026.

Introduction

Leeds Trinity is a diverse and inclusive university, which welcomes students from all backgrounds and beliefs to create a transformational educational experience. As part of our commitment to social justice and enhancing opportunities, the University runs a residential Post-16 Summer School targeted at young people from groups underrepresented at our university and in higher education. The summer school is intended to provide an immersive and supportive experience of higher education that can support successful progression into HE or, if participants choose otherwise, confident decision making about future steps in education. This Post-16 Summer School is part of our intervention strategy, recorded in our Access and Participation Plan 2024-5 to 2027-28, to support and encourage progression to HE for young people that experience high levels of intersectional disadvantage.

This report is our first covering the Post-16 Summer School and relates to the delivery and shorter-term outcomes of the 2023-24 Post-16 Summer School, delivered in July 2024. In future reporting, we will include data on the progression of participants from previous Post-16 Summer Schools to build up a picture of our longer-term impact.



Project Overview

Summer schools are an intervention that has been used extensively within the HE sector, with the aim of widening access to HE for underrepresented groups. Despite widespread use, there is limited evidence that summer schools impact on HE application rates, though there are some indications that they may have a small positive effect on how compatible students feel that HE is with their social identity (TASO, 2023). Recognising that summer school participants may be more likely to be already considering HE and therefore may make applications regardless of an intervention, we focus our summer school on ensuring that participants can feel confident in their decisions and prepared for HE. We also focus on ensuring that our Post-16 Summer School is targeted at young people from groups who are less likely to have had experience of higher education through their community or school, and where there may be greater anxiety about sense of belonging within HE.

The Post-16 Summer School runs for three consecutive days during the summer term and is primarily residential, with participants staying at university halls of residence at Leeds Trinity's Horsforth campus. Non-residential attendance is also offered as an option, with participants able to attend for days only or day and evening activity. All costs for the summer school, including travel from home, are covered for participants. Content over the three days varies each year but features a core of subject-specialist taster activities, HE information sessions, Leeds-based social activities, and a group project which participants present on their final day of summer school. During the summer school, participants are allocated to both study and social groups, with team building activities to encourage them to build relationships with their peers and with current students acting as group leaders.

Participants are recruited nationally via promotion in schools and colleges and complete an application form on the Leeds Trinity website. The application gathers information about personal characteristics and study interests which is used to select participants and allocate them to subject streams. Participants need to be in their first year of a level three qualification and fit at least one of the following criteria:

- Are the first person in their family to go to university;
- Have had studies disrupted by circumstances in their personal or domestic life;
- Are a Care Experienced young person;
- Are estranged from their family;
- Have a disability, long-standing medical condition, learning difficulty, or mental health issue;
- Are a carer for a parent/guardian or sibling;
- Attend a school achieving below the national average at GCSE (Attainment 8 score);
- Live in a geographical area with low levels of progression to higher education (POLAR Quintiles 1 & 2);
- Are member of the GTRSB community.

As the summer school typically receives significantly more applications than places available, applications are prioritised from students meeting three or more of the criteria above and/or meeting high priority criteria of being estranged, care experienced, and/or from the GTRSB community. Consideration was also given to ensuring sufficient participants in each subject stream, so that participants can engage with peers during their learning.

Summer School Aims

- Provide participants with an authentic HE experience.
- Support participants to develop a 'sense of fit' within HE.
- Develop participants' understanding of HE study.
- Enable participants to develop and practice skills relevant to HE success, including building peer relationships, navigating unfamiliar spaces, and working well with others.
- Support participants in making confident, informed decisions about their next steps in education

2023-2024 Delivery

The 2024 summer school ran between Tuesday 9th and Thursday 11th July. In total, 198 applications were received by the May deadline, with 90 places available. Some of these dropped out in the weeks leading up to the summer school, with 74 students arriving on day one. One student left on the second day due to illness. All participants chose to be residential, including several who had initially indicated that they planned to be day attendees.

The profile of these students is below, firstly in terms of selection criteria, and then in terms of demographic profile.

TABLE 1: SELECTION CRITERIA

| Criteria | Percentage of participants |
|--|----------------------------|
| First in family to go to university | 61% |
| POLAR Q1 or Q2 | 61% |
| Studies disrupted by circumstances in personal or domestic life | 30% |
| Have a disability, long-standing medical condition, learning difficulty or mental health issue | 22% |
| Attend a school achieving below the national average at GCSE | 28% |
| Estranged | 5% |
| A carer for a parent/guardian or sibling | 5% |
| Looked after by local authority/care experienced | 1% |
| Other (details given) | 1% |
| Three or more of the above | 35% |

Following selection, applicants who were invited to attend the summer school were asked to provide further demographic details.

TABLE 2: PARTICIPANT CHARACTERISTICS

| Criteria | Percentage of participants |
|--|----------------------------|
| Gender* | |
| Male | 24% |
| Female | 74% |
| Non-binary | 1% |
| Transgender | 1% |
| Ethnicity | |
| Asian, Asian British or Asian Welsh | 15% |
| Black, Black British, Black Welsh, Caribbean or African | 8% |
| Mixed or Multiple ethnic groups | 8% |
| White: English, Welsh, Scottish, Northern Irish or British | 68% |
| No response | 1% |

*Gender is taken from the information supplied by participants when confirming their place on the programme. During the summer school, additional students indicated that they identified as non-binary or transgender, but this was not officially recorded.

Twelve academic strands ran during the summer school, with between 2-14 participants in each strand.

- Business
- Computer Science
- Criminology and Policing
- Children, Young People and Families
- Digital and Screen Media
- Journalism
- Law
- Nursing
- Philosophy, Ethics and Religion
- Primary Education
- Psychology
- Sport and Wellbeing

In addition to academic content provided by Leeds Trinity academic staff, participants received workshops from external provider Talk the Talk on confident communication and presentation skills. On the final day, participants used the skills and knowledge from all sessions to present their ideas for an app that could support potential students in their subject area. During the final day, participants also had a 1-1 information, advice and guidance (IAG) meeting with a member of Leeds Trinity staff. These sessions aimed to support participants to identify their future education goals and any further support they might need.

In comparison to the previous year, although the number of students declaring a disability, long-standing medical condition, learning difficulty, or mental health condition remained consistent, there was an increase in students disclosing additional needs, requirements, and potential safeguarding concerns on their application form and throughout the residential. This resulted in additional liaison with internal support teams prior to, during, and post-residential to ensure participants' needs were fully supported. Additionally, all residential staff completed a full day of safeguarding training delivered by the NSPCC. Throughout summer school there were instances where participants with additional needs required support, with participants becoming overwhelmed and needing access to quiet and/or sensory environments. The summer school schedule was designed to flex around these needs, making use of facilities on campus to support this.

TABLE 3: SUMMER SCHOOL SCHEDULE

| | AM | PM | Evening |
|-----------|------------------------------------|-----------------------------------|------------------------------|
| Day One | Arrival | Campus orientation | On-campus social activities |
| Day Two | Talk the Talk workshop | Academic taster sessions x 2 | Off-campus social activities |
| Day Three | Group project and 1-1 IAG sessions | Group presentations and departure | |



Evaluation Design

Evaluation design is based on the activity theory of change and Leeds Trinity's principles of evaluation, which include reviewing ethical, proportionality, and feasibility considerations in any evaluation design.

Three methods were used in this evaluation:

1. A post-event questionnaire (final day) for participants, initially designed to be applied as a pre and post questionnaire.
2. A post-event questionnaire (six months later) for participants, nominating teachers, and parents or carers.
3. Tracking applications to Leeds Trinity from summer school participants.

Data from items one and two are presented in this report. Data from item three will be included in future annual reports.

Questions used in the questionnaires were designed based on intended outcomes from the theory of change, on questions deemed to be useful in previous post-16 summer school questionnaires and drew on TASO's Access and Success Questionnaire (ASQ) scales for sense of belonging and knowledge of HE (TASO, 2023). These questionnaires were anonymous, so only provide detail about the cohort as a whole, rather than the position of individuals or different groups. Item one was originally intended to be delivered as a pre and post questionnaire so that changes across the cohort could be identified. However, travel issues and scheduling on the first day meant that this was not implemented. In future years, this will be built into a confirmation form sent to participants before they attend so that we can ensure consistent completion for all students.

Benefits and limitations

This evaluation uses methods of assessing perceived outcomes to test our programme theory. The evaluation design supports us in identifying some of the mechanisms that participants and their supporters feel have been effective in supporting positive outcomes and allows us to explore whether the outcomes identified by summer school participants are also observed by their supporters (triangulation). These elements of the evaluation can help us to improve delivery of the summer school and can support in developing future and more robust evaluation. However, it is important to note that this evaluation cannot make causal claims of impact or provide comparisons to similar groups to strengthen our tests of perceived change.

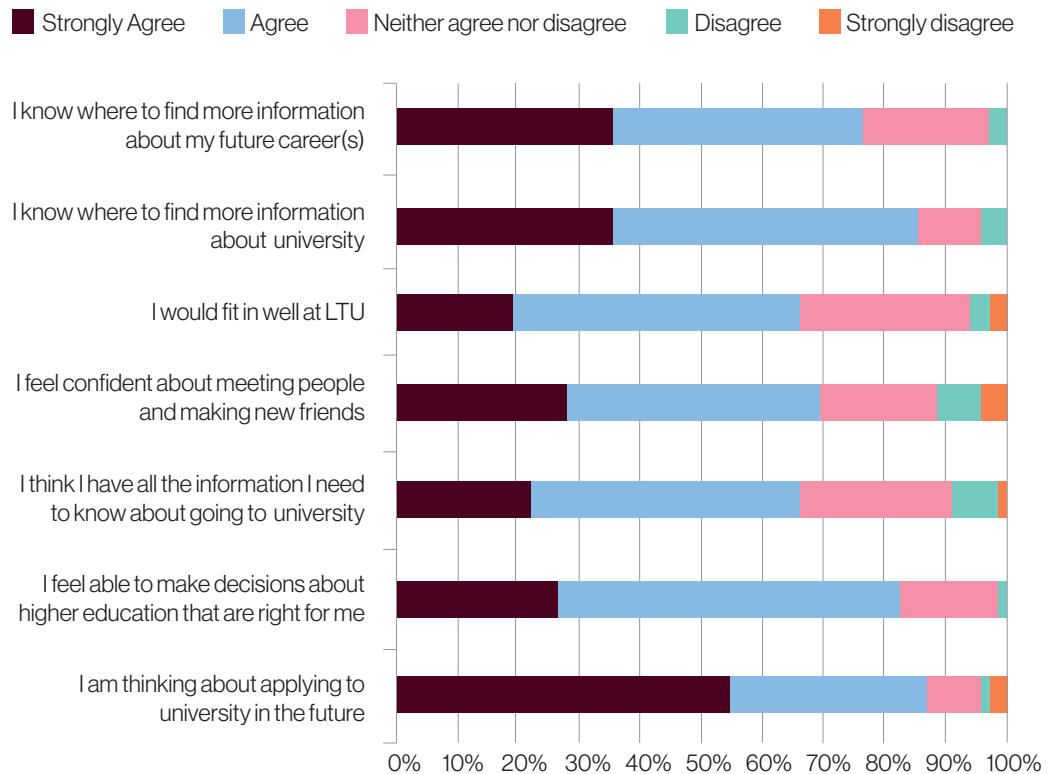
Evaluation findings

1. Post-event questionnaire (final day)

Before departure on the final day, summer school participants were asked to complete a questionnaire which asked them to rate their level of agreement, using a five-point Likert scale, with 13 statements related to their future intentions, knowledge of HE, and sense of fit with HE. Additionally, participants were asked to rate elements of the summer school and were asked free text questions about the best elements of summer school and whether it had changed how they think or feel about university. 68 participants completed this post-event questionnaire.

Figure 1 below presents responses to the seven questions developed to align with the goals and content of the Leeds Trinity summer school. All areas show relatively large proportions of participants providing a positive response, with very few negative responses. Although some participants indicated that they did not feel that they have all the information they need to know about going to university, the majority knew where to find this information. Areas for further exploration include understanding more about why some (1-4 respondents) did not feel confident about meeting people or that they would fit well at Leeds Trinity.

FIGURE 1: QUESTIONNAIRE RESPONSES



Due to only collecting post-activity data, we have not presented the TASO scales as a score for each domain, but as proportional responses to each question within these. Analysis in future years will explore scores and changes within these.

FIGURE 2: KNOWLEDGE OF HE

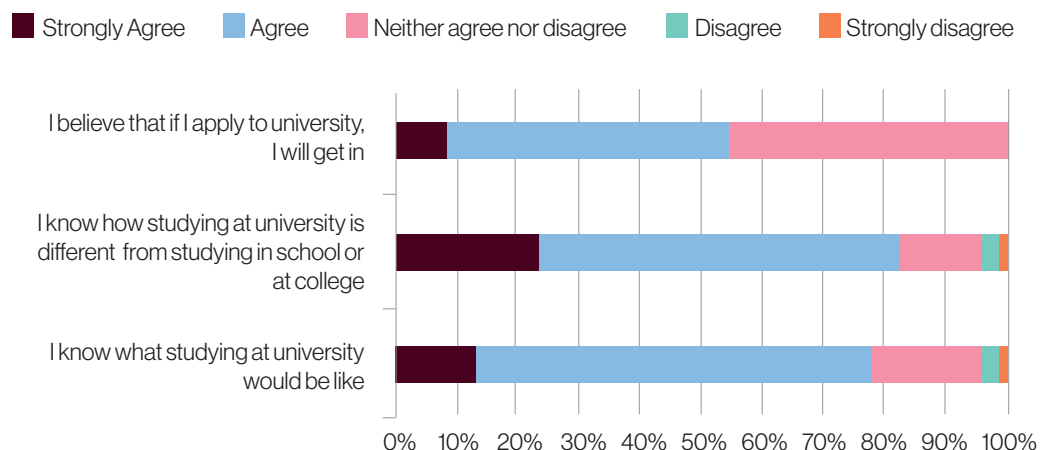
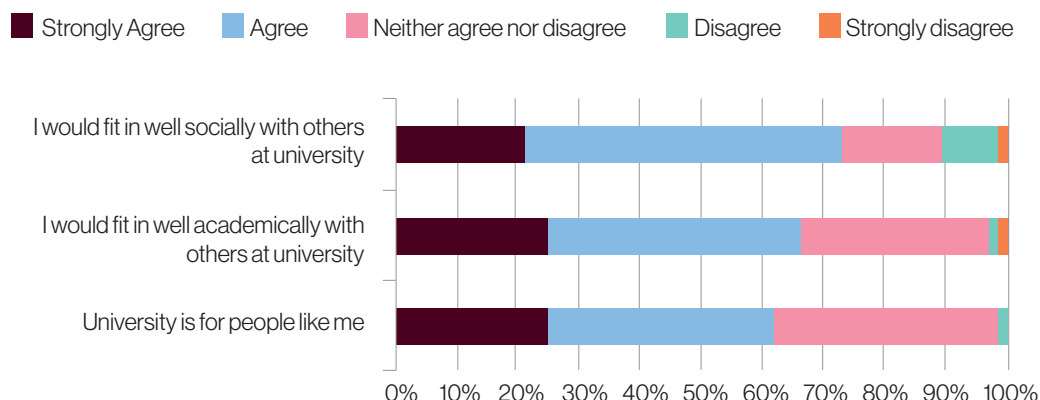


FIGURE 3: SENSE OF BELONGING



As with the question set above, sense of belonging and social fit is less strong than other areas. Belief that they will be successful in an application is also notably lower than in other areas, though this may be due to a range of reasons including knowledge and/or confidence, that would need further exploration.

In addition to the Likert scale questions presented above, participants were asked to respond to several free text questions that asked about what they did and did not enjoy, how their views about university had changed, what surprised them about the summer school, and what else they would like to know about higher education. Social aspects of the summer school and developing confidence came up repeatedly in comments about positive and/or surprising aspects of the summer school. Free text comments suggest that for participants who felt less confident in meeting others or their sense of fit, the volume of activities and type of social activities may have been a factor in their experience.

Developing confidence and feeling keener to go to university were strong themes in both how respondents felt that taking part in summer school had changed how they think or feel about university and in the most valuable things that they had learned or experienced. Participants mentioned making new friends, going outside of their comfort zone, participating in the Talk the Talk workshop, and social activities as part of the most memorable and/or valuable parts of the Post-16 Summer School experience.

Areas where participants felt that they would like to know more about university were related to student finance and broader student life, which are not explicitly addressed in summer school content currently. There were also mixed views about the volume and type of activity in the summer school, with some participants noting feeling overwhelmed and others requesting more activity and more choice of activities. This feedback has led to specific recommendations in the recommendations section of this report.

Prior to the start of the summer school, participants were asked what they hoped to gain from participation. Themes within these responses were finding out specific information about university or the application process, and about 'getting a feel' for university, Leeds Trinity, and/or Leeds. Some participants also hoped to make friends and social connections. Based on the Likert scale and free text responses, the summer school appears to have been successful in providing participants with their desired understanding or information and in providing many students with an insight into the study and social aspects of university. Further evidence is needed to understand whether there are changes in knowledge and sense of fit in higher education from before the summer school.

Qualitative feedback does indicate that, for many participants, the summer school is a positive social experience that develops their understanding of what university 'may be like' for them and supports their enthusiasm to apply. This experience is not universal, and some students may decide that higher education or study at Leeds Trinity is not the right decision for them after the summer school. More evidence is needed to understand whether this may be a positive outcome for the individual, even if it does not contribute to many of the aims of the summer school.

Given that the indications above, particularly around confidence and enthusiasm to apply, are initial emotional responses, we were keen to see whether these persisted beyond the completion of the summer school and whether they led to any identified behavioural changes.

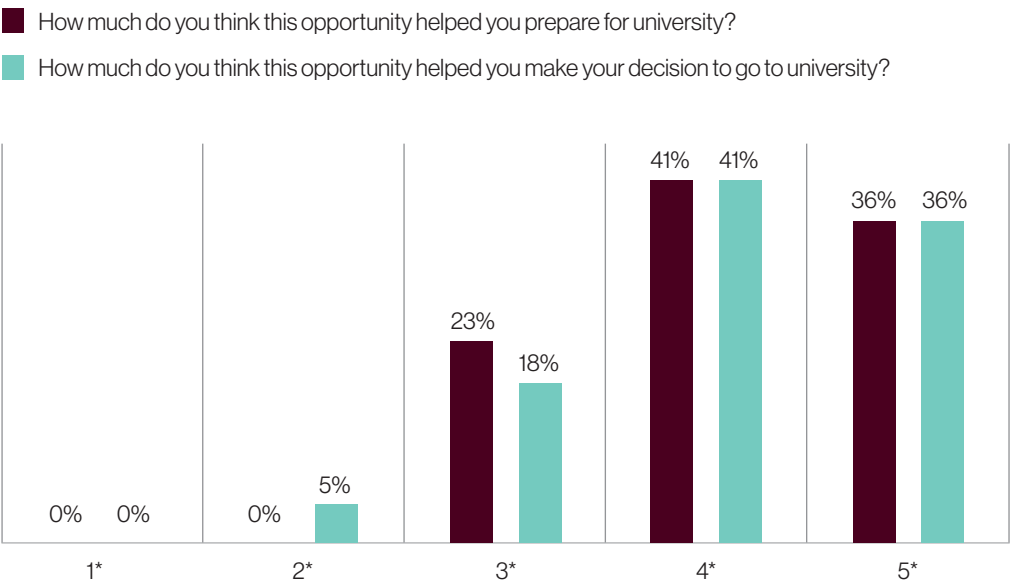
2. Post-event questionnaires (six months later)

A follow-up questionnaire was sent to summer school participants, their named parent/carer, and to nominating teachers, six months after the summer school. These questionnaires asked all respondents a free text question about how they felt that they/their child had benefitted most from summer school participation. Additionally, teachers and parents/carers were asked a free text question about what they had hoped participants would gain from summer school. Participants were asked to rate how much the summer school helped them to prepare for university and how much it helped them to make their decision about university. These questionnaires received responses from 12 teachers, 12 parents/carers, and 22 participants. We anticipated that responses were more likely to be received from those participants and supporters where they had a positive experience and therefore felt best equipped and motivated to respond to the questions asked. Responses are considered in light of this expectation.

Participants

Participants were asked two 'star' rating questions: how much do you think this opportunity helped you prepare for university and how much do you think this opportunity helped you make your decision to go to university?

FIGURE 4: HELP TO PREPARE AND MAKE DECISIONS ABOUT UNIVERSITY



As indicated in figure 4, responses rated the summer school positively in relation to helping them prepare for university (average score 4.14) and with their decision to go to university (average score 4.09). Free text comments in response to how they benefitted from the post-16 summer school referenced making friends, developing an understanding of university life, and developing more detailed knowledge of a subject area. Two students indicated that they had used the summer school experience to 'strengthen' their university application.

“I was able to gain insight on a specific subject and learn useful skills like teamwork and confidence building. Additionally, I got to mention my experience in my personal statement for university application which strengthen my application.”

Other participants wrote that the summer school had enhanced their social or team-working skills, and several commented on the having become more confident following the summer school experience.

“I gained better team-working skills from the taster sessions and the final presentation project with unfamiliar people which has massively helped my social skills.”

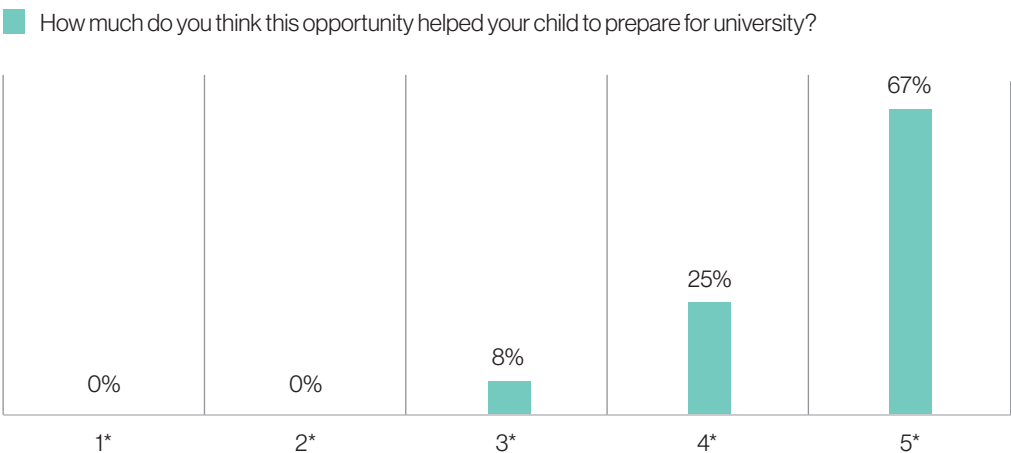
“This opportunity helped boost my confidence significantly.”

Overall, with positive responses from nearly a third of all participants commenting on areas that the summer school had benefitted their preparation for HE and their confidence, it appears that the experience of the summer school has stayed with participants. No responses commented on changes in behaviour beyond the summer school, though this was not explicitly asked for.

Parents and carers

Parents and carers were asked the same 'star rating' question as participants and teachers: how much do you think this opportunity helped your child to prepare for university? Responses had an average score of 4.58.

FIGURE 5: PREPARATION FOR UNIVERSITY (PARENTS/CARERS)



In addition, parents commented on how they felt that their child had benefitted most, with confidence (mentioned in five responses) and gaining an insight into university (mentioned in seven responses) were central themes.

“It was a great experience for him to be able to boost his confidence. Meet other people from different backgrounds and also made him decide that university was definitely what he wanted to do next.”

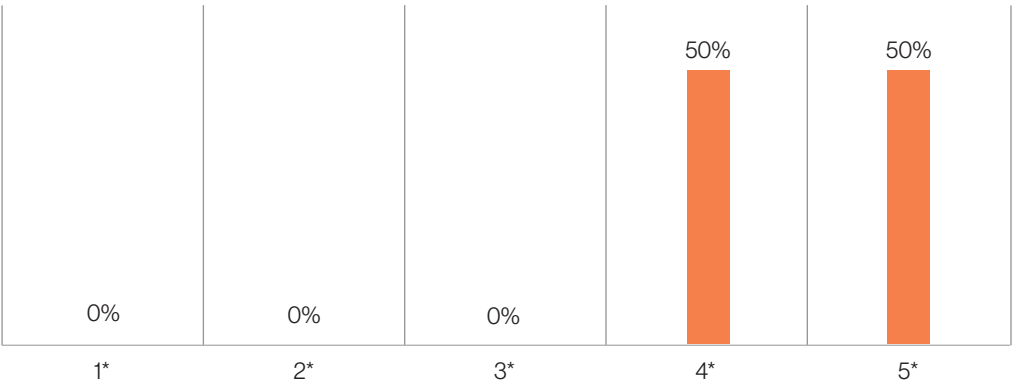
Parents were also asked what they had hoped their child would gain and if this was achieved. For most respondents, they had been keen for their child to gain a better understanding of university life and to be able to make an informed decision about their future. For some, they also hoped that the experience would give their child the confidence that ‘they were capable of it’. Most felt that their hopes had been realised, although one noted that this had not led to a definite decision on university, and another noted that their child had felt that the experience could have been better. One parent indicated that they felt that their child had become better at speaking to people she did not know and another specifically referenced the team building tasks and empowerment as helpful.

Teachers

As with parents and participants, teachers were very positive about the impact of the summer school on helping their young person to prepare for university with an average score of 4.5.

FIGURE 6: PREPARATION FOR UNIVERSITY (TEACHERS)

How much do you think this opportunity helped your student to prepare for university?



Responses from teachers on how participants had benefitted were more detailed, with several listing both immediate and longer-term changes.

“The benefit of attending the Summer School has been enormous. I feel that [student]’s confidence has grown exponentially, especially with regard to meeting new people and voluntarily answering questions in class. I feel that the summer school really helped [student] because she was in a situation where she had to talk to people and make friends. This would make [student] so far out of her comfort zone, as she was so quiet in class and quite isolated before the event.

It also helped to give her an insight into life at university, as she was uncertain about whether she would have the confidence to leave home to study and she is committed to taking steps to a brighter future.”

Although the quote above is the most detailed provided, it touches on several of the themes also mentioned in other responses, including: confidence (five responses), motivation (2), understanding of university (3), and understanding of the application process (3) and exploring opportunities away from home (3).

Fewer responses were received from teachers in relation to what they had hoped participants would gain from the experience, with most focusing on the summer school providing an opportunity for students to explore options and develop their confidence through a positive university-style experience.

“She needed to be able to see herself in higher education and she is now able to!”

For teachers and parents, there were hopes that participants would gain knowledge of higher education and also confidence in their own abilities, whether social or academic. As these were strong themes in participant feedback, both initially and after six months, these hopes appear to have been well matched to the summer school outcomes.



Summary

The summer school theory of change identifies six core outcomes relating to summer school participation. These are:

1. Participants feel able to make positive decisions about HE study.
2. Participants are able to identify their next steps in choosing an HE course and institution.
3. Participants feel that they understand what studying in HE might be like.
4. Participants develop a sense of belief that HE fits with their social identities.
5. Participants have increased confidence that they could succeed in HE.
6. Participants feel more informed about HE and their chosen courses/careers in particular.

Based on self-reported assessments following the summer school, most summer school participants do appear to feel able to make positive decisions about their future study (1), to identify their next steps (2) and understand what studying in HE may be like (3). Qualitative feedback from participants and their supporters indicate that they feel that the summer school, through providing university-style experiences, has played a factor in supporting this and particularly supporting understanding of what studying in HE may be like. There are some indications from qualitative comments that understanding of specific courses and careers (6) has developed for some participants, with some participants and teachers citing that they are more interested in particular courses as a result of experiencing taster sessions. There are also indications that more information about student life and student finance would be of interest to some participants, who feel that they need to know more about this area, and that there is less developed understanding around career paths.

Due to questionnaires being administered only after the summer school, we cannot confidently assess that the summer school has created a change in understanding or confidence (5 & 6), though there are comments from some participants, parents/carers and teachers that suggest that developed confidence in social interactions and in participant's own ability to progress to HE has been a perceived outcome for some. Teacher and parent comments also suggest that an increased 'sense of fit' (4) has developed for some participants, particularly in relation to HE options away from home, and most participants did agree or strongly agree in relation to questions about sense of belonging. However, this is a weaker area in comparison with other outcome domains.

Further development of evidence is required to make any causal claims about the impact of summer school; however, we do have indications of positive outcomes for participants which come from multiple sources. Participants self-report positive outcomes for items 1-3, with some also reporting that they feel the summer school has had an impact on items 5-6. Teacher and parent/carer comments provide some limited evidence across all areas. Evidence for all outcomes could be further enhanced by exploring participant knowledge, understanding and perceptions of HE both before and after the summer school, and by comparing these to changes for similar students who did not participate in summer school. Further understanding of which elements of summer school are most effective and how they influence participants could also be gained through qualitative interviewing of participants.

Recommendations

The following recommendations have been developed based on the evaluation above and in consultation with the summer school staff leads.

Logistics

- Where possible, trains to be booked as open returns to account for changes and delays on the first and last day of the summer school.

Recruitment

- Use a shortened initial application form to gain only necessary information for screening criteria. Introduce a secondary form for students to fill in once offered a place with additional details.
- Increase promotion of the summer school in ethnically diverse areas, particularly within West Yorkshire, to increase ethnic diversity on the summer school.
- Increase summer school recruitment activity working with dedicated organisations supporting care experienced and GTRSB young people.

Communication

- Introduce a structured communications plan to ensure applicants stay interested in attending including videos, blogs, testimonials, train station welcome.
- Deliver a pre-attendance Q&A webinar for participants and parents/carers.
- Create a Facebook group for attendees to join prior to the summer school to meet other attendees and create a space to ask questions.

Activities

- Due to the intensity of some activity, introduce more activities suitable for neurodivergent students.
- Incorporate presentations/workshops into the residential that address student finance and broad aspects of student life, with an option of which to attend to benefit them most.

Evaluation

- Pre- and post-evaluation to be conducted via a digital form rather than paper to allow for easier and more efficient analysis.
- Introduce a pre- and post-evaluation process for parents/carers.
- Continuation of a centralised live form for student ambassador feedback to allow them to feed into this collectively despite different shift patterns.
- Explore opportunities for qualitative interviews with participants.
- Explore opportunities for using applicants as a potential comparison group in assessing summer school outcomes.

Appendix 1 : Theory of change

| | |
|-----------|--|
| Project | Summer School |
| Situation | Young people from groups underrepresented in HE have more limited access to knowledge and experiences of HE study and may face challenges in making informed choices about HE study. |
| Aims | Young people from groups underrepresented in HE have the knowledge, skills, self-confidence and understanding to make decisions about HE study. Young people from underrepresented groups feel positively about their choices. |

| What is/are the issue/s? How do you know this? | What activity/activities will you do? | How does your activity/ activities address the issue(s)? | Outputs | Outcomes | Impact |
|---|--|---|--|--|--|
| Young people from groups underrepresented in HE may lack information and particularly experiential knowledge about HE study. | Individual IAG sessions are offered to participants on the final day of summer school. | By discussing their personal interests in HE and having a private space to discuss any questions, participants are able to gather and apply the knowledge most relevant to their circumstances. | Participants receive a 15-minute IAG session with an LTU staff member. Participants receive information about the courses and careers that interest them. | Participants feel more informed about HE and their chosen courses/careers in particular. Participants feel able to make positive decisions about HE study. Participants are able to identify their next steps in choosing an HE course and institution. | Participants make informed decisions about HE study. Participants seek out additional knowledge or support relevant to HE where needed. Participants feel positive about their HE decisions. Participants make successful applications to HE. Participants continue in their chosen HE courses/institutions. |
| | Participants choose a subject specific taster session, delivered and/or designed by an LTU academic. | By getting a practical and authentic subject experience, participants can better assess whether the subject and HE study is right for them. | All participants have an authentic and accessible HE learning experience. All participants have an opportunity to interact with an LTU academic. | Participants feel more informed about HE and their chosen courses/careers in particular. | |
| | | Having an HE study experience can enable participants to see themselves as HE students. | | Participants feel that they understand what studying in HE might be like. Participants have increased confidence that they could succeed in HE. Participants are able to identify their next steps in choosing an HE course and institution. | |
| | The summer school is designed to enable participation in university-style experiences that are age-appropriate including staying in university accommodation and learning and socialising on campus. | Experiencing university spaces can build familiarity and confidence in these spaces for participants. Experiencing university activities for themselves can help participants apply their knowledge of university to their own circumstances. | All participants will experience a mix of learning and social activities in university spaces. Participants will be given space and structures to reflect on their summer school experiences and how these might affect them. | Participants have increased confidence that they could succeed in HE. Participants feel that they understand what studying in HE might be like. Participants feel able to make positive decisions about HE study. Participants develop a sense of belief that HE fits with their social identities. | |
| | Participants work in small groups alongside student ambassadors who are current LTU students. | Student ambassadors are able to share their experiences of HE, helping provide context for summer school experiences as well as additional information and support. Student ambassadors are a source of 'hot' knowledge about HE, which can be more relevant and accessible to participants. | All participants spend time learning or socialising alongside student ambassadors. Student ambassadors actively share their experiences of HE with participants. | Participants feel more positive about HE study. Participants feel that they understand what studying in HE might be like. Participants feel able to make positive decisions about HE study. Participants develop a sense of belief that HE fits with their social identities. | |
| Young people from groups underrepresented in HE may not access HE experiences due to lack of awareness or face other barriers to attendance e.g. cost, other commitments such as caring or work responsibilities. | Targeted promotion of summer school programme to schools and community organisations with high numbers of target students. | By reaching young people through their schools/community settings, they should receive support and encouragement to apply. Information should also reach students from target groups. | Target schools receive promotional materials for the summer school. Students understand whether they are eligible for the summer school and what it will entail. | Applications from participants from target groups are received. | Young people from groups underrepresented in HE access an HE experience in the form of the LTU summer school. |
| | Cost of and support with travel is provided. | This minimises cost as a barrier to participation and also minimises effort needed for young people and their families. | All applicants are given support with travel arrangements. | Applicants feel able to attend the summer school. Applicants feel that LTU is supportive. | |
| | Personalised support and encouragement are provided through student ambassador phone calls prior to attendance. Phone calls are also made to parents to address any concerns. | Phone calls mean that we can identify any barriers to attendance and provide support at an early stage. They can support students to prepare and get excited about the summer school experience, which can support attendance. | Applicants and families are able to ask questions about the summer school. LTU staff are able to identify any additional barriers or concerns prior to the summer school. | Applicants feel that LTU is supportive. Applicants and families feel confident about attending the summer school. Applicants attend the summer school. | |

Appendix 2: References

TASO (2023). Access and Success Questionnaire. Accessed at <https://taso.org.uk/libraryitem/access-and-success-questionnaire-asq/>

TASO (2023). Schools in for the summer: interim findings on the impact of summer schools. Accessed at https://cdn.taso.org.uk/wp-content/uploads/2023-11_Report_Schools-in-for-the-summer-interim-findings-on-impact-of-summer-schools_TASO.pdf



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