



Belonging to the future — Our 2025 strategy





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—

Our 2025 strategy

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Foreword



Chris Skidmore MP

Chair of the UPP Foundation Advisory Board

To state the obvious, it has been a difficult year and a half. Across the country we have all adapted to unprecedented restrictions on our lives – affecting every facet of our day from how we interact with each other to how we exercise to how we entertain ourselves.

For Higher Education, these challenges have been no less apparent. Students have been disproportionately affected by loneliness and struggles with mental health. At a time when those going to university are ready to embrace the outside world through exploring new subjects and meeting new people, they have instead had to close themselves off. And for those making the transition from school into a higher education setting, there has been the added stress of disruption to examinations and assessment, creating further uncertainty.

Universities and other HE institutions, and the hard-working staff that make them possible, have also had to adapt to unprecedented change. Staff have tested and implemented new ways of teaching and assessing students. Universities have managed a myriad of risks – supporting students’ learning whilst also ensuring staff and students alike feel safe.

From the UPP Foundation’s perspective, our role is about supporting a vibrant sector that itself contributes to the common good. Whether it’s through our role as a funder, or a convenor, or as an organisation advancing the policy agenda, our focus is on improving Higher Education in the UK.

In this context of rapid change – and reflecting the fact that as a Foundation we have learned a lot in the five years since we set up – I am incredibly proud to introduce the new strategy for the UPP Foundation. It has, in my opinion, never been more important to react to events



“And for the Foundation this is not just about warm words or interesting analysis, but having a real, tangible impact which supports students, improves the sector and maximises its benefits to wider society.”

with positivity and determination. And for the Foundation this is not just about warm words or interesting analysis, but having a real, tangible impact which supports students, improves the sector and maximises its benefits to wider society.

The UPP Foundation has been central to much that has been good in HE in recent years. Since its creation in 2016, it has consistently punched well above its weight, pushing forward agendas on civic universities, mental health, widening access for students and many, many more. I am proud to chair the Advisory Board which help to steer its agenda.

The Foundation – ably supported by the parent company UPP, who remain the core funder of the Foundation, though operationally independent – has worked tirelessly to analyse and promote these issues, not waiting for others to pick up the baton or come up with the solutions. The number of reports, grants and events

the team has delivered in a matter of years is testimony to that. It has also worked collaboratively with others right across the sector to bring together a range of perspectives and skillsets to complement its own.

But I know that these achievements will only spur the Foundation on to pursue even greater things in the future. I believe this new strategy will take the Foundation to the next level, raising its ambition, clarifying its goals and broadening its horizons. I look forward to reflecting in another five years on its new successes.

Introduction from the Chair



Jon Wakeford

Chair of the UPP Foundation Trustee Board

When UPP established the UPP Foundation in 2016 our thinking was both practical and philanthropic. We were clear that UPP in its corporate form had a long-term commitment to UK higher education, we knew our success was closely aligned with the success of the sector and we knew our role as a significant provider of investment, infrastructure and student services was well established. We were also aware, however, that in what is a continually evolving sector, there was a need for UPP to find a way to support the sector on issues which lay beyond the residential and operational.

At the time we were aware of the wider context of maintaining the notion of the “University for the Public Good” in a sector gravitating toward a more privatised, student-led funding model, and our vision was to engage with themes that could evidence the importance of universities

as critical actors in local and regional economies and communities. We hoped that the Foundation could positively problematise the existing relationship between town and gown as a means to foster deeper, mutually beneficial partnerships and collaboration between the two.

Over the last five years the UPP Foundation has remained focused on this goal and this has allowed it to successfully deliver significant levels of impact for what was a fledgling charity. As the themes of the Foundation rightly evolve, our approach will remain consistent - one based on the power to convene the sector around policy agendas, as well as continuing to act as a “do tank” rather than “think tank”. We will also continue to maximise impact by seed funding small to medium sized charities to ensure new ideas and practice are nurtured and helped to flourish.

Our new strategy, which will take us to 2025, therefore looks to the transformational power of universities – for students, graduates and communities to fulfil their potential. However, it also looks at how we might help universities



“We will therefore be focusing on what is needed to empower students to succeed, and in particular exploring the relationship between living and learning.”

themselves to realise their own transformational potential. Many of our universities sit squarely as anchor institutions in our communities and their capacity to attract, retain and transform students as well as act as partners to business and the public sector, will play a critical role in how our economy and society will develop in the coming decades.

We will therefore be focusing on what is needed to empower students to succeed, and in particular exploring the relationship between living and learning. This is because much of the transformative power of university is about establishing a new way of belonging; forming a new network which will continue long beyond graduating and; an opportunity to see the world through new eyes. At UPP we often view ourselves – in our corporate form - as offering students lessons in life. Through the UPP Foundation we want these opportunities to be within the grasp of all.

Our new strategy will also engage with universities in their civic role of addressing the green agenda and

supporting sustainability initiatives both locally and nationally. UK higher education has set itself challenging sustainability targets and the UPP Foundation will seek to support institutions to develop the partnerships required to deliver positive change. Students also have an important role to play as leaders of change in their communities, and we will try to harness this power to ensure that we are playing our part in tackling climate change.

Finally, our new strategy will foreground the value and impact of higher education to the whole of wider society. Universities are key agents for economic, social, cultural and environmental change and ones who hold the power to find the answers to a wide variety of policy problems across the board. So, the UPP Foundation will continue to demonstrate the value of universities, building on the impact we have had to date through engagement and building best practice, and in doing so further evidencing the wisdom of Benjamin Franklin’s observation that *an investment in knowledge pays the best interest*.



Our impact





We aim to help tackle the biggest issues facing the Higher Education sector across the UK. We are proud of what we have achieved since our creation in 2016, demonstrating strong, tangible impact.

Our overall impact:

OVER

£1m

directly invested
in projects...

Reached over

70%
of UK HEIs...

...through

34
innovative
pilot schemes.

...and directly funded
opportunities for around

8,000
students.

This includes helping to establish the **University Mental Health Charter** to which 41 universities are already signed up...

...and leading a **refreshed civic universities agenda** by setting up the commission and then supporting the establishment of the Civic University Network.

Student Minds – University Mental Health Charter

Research suggests that an increasing number of university students are facing poor mental health. From the start of the Foundation, we have partnered with the leading student mental health charity, Student Minds, and since 2018 donated £100,000 as the founding funder of the University Mental Health Charter.

Through this we have worked with universities to ensure there is a focus on a ‘whole university approach’ to mental health. This approach includes well-resourced, effective and accessible mental health services *and* proactive, preventative interventions. The Charter Framework is composed of 18 themes across the full domain of the student experience.

With 41 universities already signing up to members of the Charter programme – with a view to being assessed for the Charter Award itself - the scheme is transforming the way student mental health is supported in the sector.

Rosie Tressler OBE, CEO of Student Minds:

“The UPP Foundation has been one of Student Minds’ leading donors, not only providing us with the crucial funds required to test, develop and sustain our big ideas, but also by being willing to sit with the complexity of the challenges that we’re addressing with us.

By sharing expertise and supporting us over multiple years, the Foundation has been able to build a trusting and impactful relationship with our team.

As well as supporting the development of the Charter framework with students and the sector, the Foundation’s funding has helped Student Minds to develop the University Mental Health Charter Award assessment process, create a programme that will support university progress towards the Award, and to invest in the evaluation, governance and digital infrastructure we need to grow. We’d like to thank the Foundation for their continued support and congratulate the team on their 5th birthday – we look forward to seeing their continued impact in the HE sector and beyond.”



UPP Foundation Civic University Commission

Universities have increasingly faced questions about their value and purpose. Responding to this challenge, we created and ran an enquiry on the role universities play in their local communities. This analysed a broad evidence base, as well as engaging with the public directly, to produce two large-scale reports which identified what a civic university should look like in practice. These findings were launched in the House of Commons with endorsements across both sides of the house. Following the final report,

65 universities committed to developing a Civic University Agreement – the key recommendation from the Commission. With support from the Department for Education, Carnegie UK Trust and Arts Council England, we then set up the Civic University Network to help advance best practice across the sector (case study page 27).

Our leadership of the civic agenda has shifted discussion around universities to include a focus on their role in their communities and place-making and supported the sector to better understand local impact. It demonstrated the power of a clear, important message in influencing public policy debates, leading to buy-in across the political spectrum and the higher education community.

Lord Kerslake, Chair of the 2018–2019 UPP Foundation Civic University Commission:

“By any measure the UPP Foundation Civic University Commission was an outstanding success, securing all party support as well as widespread and active engagement from Universities. The success of the Commission was in good part down to support given by the UPP Foundation.

This was not just funding but the active participation of Richard Brabner, who made a big contribution to the Commission’s work. This combination of funding along with active support and challenge is unusual in my experience and was certainly a winning one.”



Alongside these projects, we have supported a wide variety of charities, universities and initiatives, including:

- Funding innovative projects and incubating the growth of charities which tackle issues across higher education, including **Student Minds, Get Further, Unlock, My Big Career, Fairweather and Become**
- Our funded projects have **supported care leavers, people living in homeless shelters, poorer students, those struggling with their mental health, pupils taking BTECs, students with criminal convictions, student volunteers, and people retaking GCSEs in English and Maths**
- Supporting **UUK International's Outward Student Mobility campaign**, which has **99 HEIs signed up to the OSM Charter**
- Publishing a report on **Student Retention** which sparked coverage on the disparity in **drop-out rates for black students**
- Hosting high-profile events that support our policy work and **bring educators, policymakers and wider society together**, including lectures from the former Vice-Chancellor of the University of Melbourne Professor Glyn Davis and President of the University of Chicago, Professor Robert Zimmer
- Setting up UPP Gives – a staff committee created by UPP and the UPP Foundation which **stimulates and supports employee fundraising**. So far, we have matched over £40,000 from 38 staff initiatives. These range from cake sales to marathons but what unites them all is the passion of our people to support the causes and charities they care about



UPP colleagues celebrating the end of a sponsored bike ride in support of the Teenage Cancer Trust

Through our work in these areas and others we have **stimulated debate and coverage across national and sector media:**

Call to help universities redevelop ‘dilapidated’ high streets

UPP Foundation calls for universities to take greater role in rejuvenating ‘left behind’ regions in England, as pandemic job losses loom in these areas. *By Anna McKie*

Minister backs mental health charter for English universities

Student Minds will benefit from a £100,000 grant from the UPP Foundation to help develop the charter. *By John Morgan*

Students ‘need to rebuild confidence’ after ‘fake grades’ jibes

Interim report from Student Futures Commission spotlights priority areas for universities in wake of pandemic. *By John Morgan*



Tackling university drop-out rate ‘is vital’



How ‘decolonisation’ starts a culture war

Most people support efforts to broaden the university curriculum as long as it is not termed “decolonisation”, a survey has found.

The findings suggest that the language used in the debate around reforming education is crucial to avoiding culture wars, according to the research by the UPP Foundation, a higher education charity, and the Higher Education Policy Institute. *By Emma Yeomans*

Move lecture halls to help high streets, says charity

THE  TIMES

University civic engagement: UPP Foundation identifies public priorities – University Business

University civic engagement should focus on the public’s ‘levelling-up’ priorities, such as town centre regeneration, local jobs and the NHS, according to a new report from the higher education charity UPP Foundation. *By James Higgins*

UB

The Civic University Commission signals a new way of setting policy agendas – Wonkhe

The emergence on the scene of the UPP Foundation as a body that convenes the sector around a policy agenda, rather than as simply an organisation that merely facilitates the discussion of policy issues, is arguably a radical departure from the status quo. *By Debbie McVitty*

Looking for local graduates

Graduates that live locally after they qualify are happy and work in meaningful jobs – why don't we know as much about them as we do about graduate salaries. David Kernohan reads a new report from the UPP Foundation. *By David Kernohan*

Young people: civil society needs YOU

Young people are facing an economic recession that could set them back for years. Richard Brabner calls on government to form a civic army to rebuild communities. *By Richard Brabner*

WONKHE

Public against 'decolonising' university courses – but back broader syllabus after Black Lives Matter protests

Two thirds backed 'broadening the curriculum to take in people, events, materials and subjects from across the world', according to a survey by the Higher Education Policy Institute and UPP Foundation. *By Will Hazell*



This in turn has led to us influencing discussions at the heart of higher education policy making:

“I strongly support the University Mental Health Charter, which aims to drive up standards in promoting student and staff mental health and wellbeing on campuses across the country. I thank all those providers who have already signed up to the programme. I hope all universities will work towards the principles of good practice set out in the Charter as part of their whole university approach to mental health and that all universities will apply for the programme in the coming years.”

Michelle Donelan, Universities Minister

“Aligning civic university agreements with national initiatives and regulatory requirements can help higher education providers to ensure that local and national accountability is mutually supportive.”

Chris Millward, Director of Fair Access, Office for Students

Tertiary institutions serve as local centres for a wide range of social, economic and educational activity.

To quote a recent report on universities from the UPP Foundation Civic University Commission, “if you strip all these things away, you are left with an impoverished place – and it is impossible to think of another institution that could deliver these benefits.”

Augar Review

Initiatives such as the Civic University Network are driving a resurgence in the place-based agenda in higher education, and as their research shows, 59% of respondents nationally want universities to play a more active local role, rating their contribution more highly compared to, for example, local government.

Tony Blair and Lord Adonis’ submission to the Times Education Commission



Our new strategy



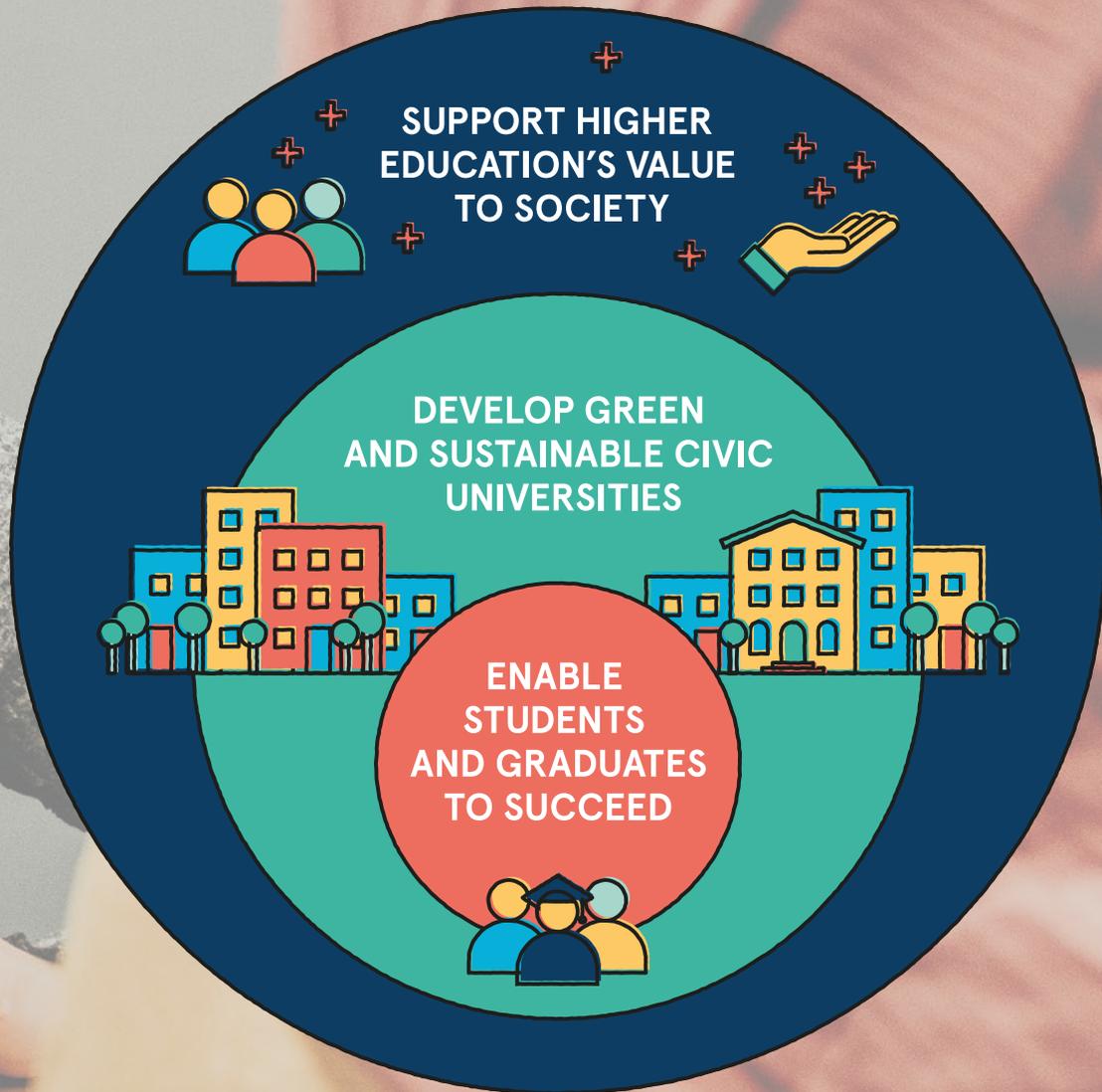
Our vision

Over our first five years we have established ourselves as an integral part of the higher education community. But with our growing maturity as a charity and commitment to increase our level of ambition and impact, we are taking this opportunity to refresh our purpose. Our new vision – which builds upon our existing achievements and will guide our activity until 2025 – is:

Helping students, graduates and universities fulfil their potential to transform lives and communities.



Helping students, graduates and universities fulfil their potential to transform lives and communities







Our goals
–
**The objectives
we will set
to achieve
our strategy**

Goal 1

Enable students and graduates to succeed:

We will foster students' sense of belonging and build their networks and relationships through participation in a 'living and learning' university experience – widening opportunity for all.



Improving engagement in a living and learning experience will improve student mental health and strengthen graduate outcomes. Through our leadership of the Student Futures Commission, we are engaging with people across the country to understand what students, universities and other interested parties want to see from higher education, and how the sector should respond to the challenges of a post-Covid era.

By doing this work now, we will enable the sector to get ahead of the curve, based on up-to-date evidence and analysis about what works and what people want. The Student Futures Commission will provide the intellectual stimulus for the decisions we make and how we fund students and graduates to succeed over the next three years.

National Network for the Education of Care Leavers (NNECL) – Quality Mark

Access to higher education is much lower for young people who have experienced care, and those who do enter have lower continuation rates and are less likely to achieve a first or upper second-class degree. To help change this, we provided pilot funding and support to NNECL to establish a Quality Mark for the inclusion and success of care experienced students in higher and further education.

The Quality Mark covers the whole student lifecycle from pre-entry outreach through to graduation and beyond. Universities and colleges submit evidence to demonstrate their practice and ongoing commitment to evaluation and further enhancement, those which are successful receive the Quality Mark status. Following the pilot, the Quality Mark was launched in June 2021 with 17 pilot institutions receiving the award. There has been widespread interest in the Quality Mark since its launch and a new group of institutions are now starting the process.



Patricia Ambrose, Director, National Network for the Education of Care Leavers (NNECL):

“NNECL was delighted to receive grant funding from the UPP Foundation. This support ensured that we were able to carry out a thorough mapping and development process, drawing on research findings, feedback from care experienced students, and input from practitioners and other experts. Without this, the Quality Mark would not have got off the ground.”

Goal 2

Develop green and sustainable civic universities:

We will support universities to improve environmental sustainability and build partnerships with the local community – putting them at the heart of positive change.



We will support civic universities and their students to effectively tackle environmental issues and climate change, develop sustainable campuses, and develop the leadership role universities and their students play within their local communities – helping to bridge so-called town-gown divides. As a funder, convener and thought leader we will focus on the environment within the civic university agenda.

Civic University Network

Having successfully used our work on the Civic University Commission to put the local impact of universities on the map as a public policy issue, we launched the Civic University Network in 2020.

In partnership with the Department for Education, Carnegie UK Trust and Arts Council England we led a competitive process to award £145k funding to establish the network. Won by Sheffield Hallam University, with the support of a wide-ranging university partners group, the Network is putting the theory of civic universities into practice. It will build connections between institutions and other sectors, developing best practice, providing resources to members and peer reviewing civic university agreements.

Since Hallam launched the Network, 115 universities have joined as members. They have built a community of people across a wide range of institutions who are passionate about the role they play in shaping their place. The network has enabled people to learn from one another and to start to share best practice and to create a framework for measuring impact.

The UPP Foundation awarded an extra £50,000 for the second year of the project, with a focus on supporting civic universities to convene and lead on the net zero agenda in their local communities. Stay tuned for more information on this programme in 2022.



Greg Burke, Director of Place and Civic Engagement, Sheffield Hallam University:

“We were delighted to have the opportunity to lead the creation of the Civic University Network. Sheffield Hallam is proudly a university of place, rooted in our region and with a long history of civic engagement. It has been great to have the opportunity to work with a wide range of universities to help them take forward their civic ambitions.”



Goal 3

Support higher education's value to society:

We will facilitate high quality engagement between universities, students, local communities and wider society – building on best practice and helping to drive the sector's impact.



Higher education is key to 'building back better' and 'levelling up'. Through our impact to date and future work, we can further demonstrate that universities are key to our economic, social, cultural and environmental success, helping to solve policy problems across a broad range of issues. The focus of this goal will be to ensure the Foundation builds upon the success of our thought leadership to date.

Student Hubs – One Community Forum

We funded student social action charity Student Hubs to develop the One Community Forum, an initiative to ignite student participation in volunteering by identifying the most significant issues facing local communities and then tailoring activities to combat those issues. The final year of the programme focussed on attainment of school children during Covid through a virtual event, reaching groups in Bristol, Cambridge, Kingston, Southampton and Winchester. As a result, the One Community Forum ignited projects in which more than 370 university students volunteered to mentor, tutor, develop resources and conduct activities that supported 7-14 year olds' educationally during the pandemic.



**Simran Dhanjal,
CEO of Student Hubs:**

“The funding from the UPP Foundation has been a core part of our strategy since 2017 in shaping how we engage with our local communities, university stakeholders, and students in our network. The funding to deliver the One Community Forum has been crucial in providing the capacity and resources to research what our communities truly need from us as a charity, and understanding how we can work collaboratively to achieve new goals. Without the support of the UPP Foundation, we would have been unable to take this step.”



Our approach

How we will deliver our objectives

We will fund

- We will fund charities and universities to develop innovative projects – providing flexibility as they attempt to overcome the most difficult and important social problems
- As a small funder we deliver impact by igniting new ideas and practice through seed-funding
- We will incubate and grow vital small and medium sized charities in our sector
- Building upon UPP Gives, we will support fundraising for local and national charities that UPP staff are passionate about

We will develop and support

- We will work in partnership with UPP and others to make effective use of our collective resource to provide support and development opportunities for grant recipients and the wider sector
- This includes working with UPP to use their resources – such as their residences, built environment, and technology platforms – to enhance projects and partnerships
- We will develop networks between our grant recipients, universities and the wider sector to foster best practice, share learning and provide access to expertise
- We will strengthen our partnerships with grant recipients through effective communication and project management
- Working with staff at UPP and UPP Gives we will build mentoring and volunteering programmes, offering support to grant recipients and other organisations delivering our strategic goals

We will influence

- We will champion issues relating to our goals, influencing the public policy debate and engaging policy makers directly
- We will develop 'think and do' projects – elevating thought and practice to achieve our goals
- To advance knowledge and understanding of key issues we will publish research and facilitate debate within the higher education sector
- To champion the work of our grant recipients and inform our future plans, we will gather evidence from our projects to demonstrate impact

Get Further – English and maths tutoring for students from disadvantaged backgrounds in further education

Missing out on a grade 4 in GCSE English by just one mark increases a young person's chances of not being in education at the age of 18 by a third. Moreover, many university courses and higher apprenticeships set 'passes' in English and maths GCSE as entry requirements. With this in mind, we funded start-up charity Get Further to increase the number of students in further education colleges who receive their small group tutoring service by 100, with the intention that our funding would also provide a platform for Get Further to grow.

Sarah Waite, CEO of Get Further:

"Now more than ever, the high-quality tuition that Get Further provides is critical to helping young people in further education who have experienced a setback, to get back on track. The grant from the UPP Foundation was transformational in supporting Get Further to expand to reach an additional 100 students. The charity has continued to grow, and is set to match 3,000 young people this year to top graduate tutors – who will help them to unlock opportunities in higher education and employment."



"Get Further is the literal definition of a godsend. I owe this grade 5 to your company. Thanks to [my tutor's] amazing tuition, I am now enrolled to pursue A Levels. I am eternally grateful and thankful that such a positive impact has been made in my life thanks to your organisation!"

Danielle, 17, Maths

Those receiving Get Further support are retaking their maths or English GCSEs – gateway qualifications that are vital to their educational and employment futures. The majority of tutors are post-graduate students, who receive expert training by qualified teachers and ongoing professional development alongside their studies. The programme not only helps to widen access to higher education for young people from disadvantaged backgrounds, but also enhances the employability of university students, providing them

with the opportunity to act as mentors to young people in their local communities. Those on Get Further’s programme – for both subjects – are more likely to make at least a grade of progress and achieve a grade 4+ in their GCSEs than the national average.

“I was in my first year as a PhD student and I wanted an extra source of income. Tutoring with Get Further was perfect as I was able to do it alongside my PhD... After my PhD I would like to continue my career in academia at university, especially as I can teach students alongside doing my research. That would be a real bonus... I would thoroughly recommend tutoring with Get Further. It’s a lot more fulfilling than other tuition jobs. You’re trained very well and the hours are flexible to suit your lifestyle.”

Arthur, Tutor



Our enablers

Cross-cutting factors which support our approach

Governance

- We will ensure robust, effective and timely oversight and decision-making of the Foundation's activities
- Our trustee board will be strengthened through recruiting additional expertise, regular training and development opportunities
- Our advisory board will continue to provide outstanding support – providing expert advice and advocacy

Communications

- We will strengthen our communications – demonstrating impact and value to a wider group of stakeholders
- We will provide regular and tailored communications to UPP colleagues and shareholders, sector leaders, universities, charities, students' unions and students, media and the wider public
- Using social value tools, we will annually audit our approach to engagement and partnership in the sector – using data to measure, monitor and evaluate our effectiveness and impact
- We will use our communications channels to champion our grant recipients and the wider sector

Resources

- We will continue to work with UPP to develop a model which is sustainable to both parties, delivers the goals for the new strategy, and aids long-term decision-making
- We will work with UPP to develop and publish a Memorandum of Understanding – this will formalise UPP and the Foundation's rights and responsibilities
- The main source of income will always be from our founder, UPP, but we will also seek additional funding and partnerships to deliver our goals and approach
- To achieve our goals we will sustainably grow the UPP Foundation staff team over the next 3 years

University of Chichester – Homeless to University

We helped the University of Chichester expand its 'Adversity to University' bridging module – a 12-week course which offers a widening participation route into higher education for those who have been homeless. Based on the premise that ability and education are not synonymous and that it is often aspirational rather than

economic poverty that is a barrier to success, the course aims to build academic skills and to rebuild self-belief and self-esteem.

In partnership with Stonepillow, a local homeless shelter, over the last three years 22 people have completed the module, with 6 students then taking a qualification in maths or English to further their skills, and 5 others undertaking a full degree. Later on this year, the University of Chichester and UPP Foundation will be publishing a toolkit to encourage other universities to set up similar schemes for people who have suffered homelessness in their local communities.

Becky Edwards, Senior Lecturer, University of Chichester:

"The support from UPP Foundation has been integral to the development of this project. It has supported the students and the and enabled the longitudinal research to take place. We are hoping that this will provide a strong enough evidence base to encourage other universities and higher education institutions to develop similar projects."





Lucy's story

Lucy has been homeless several times, the first time at the age of 16 when she lived alone in a van. She has been involved in several abusive relationships which have led her to flee to different parts of the country and caused the loss of the property she owned and an accumulation of debt. She describes herself as “a loner, a recluse,” someone who has never really “understood other people.” She was home-educated from the age of 12 to 15 and when she returned to college, she was bullied. “It was hell,” she says. She did not engage with education and was “kicked” out of college and home.

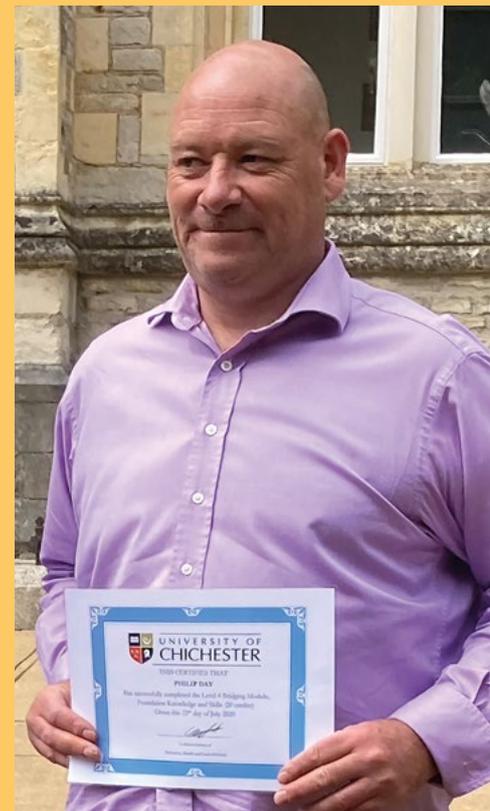
Lucy, now 30, completed the bridging module in 2019, and has just finished her second year as a student of Fine Art. Embarking on a degree has made her realise how much she enjoys learning. She likes the constructive criticism she receives. She believes that barriers are often “within yourself” and feels that the bridging module has given her life “purpose”. She has overcome her “introversion” to appear on local radio to talk about the module.

Phil's story

After struggling with alcohol addiction and homelessness for many years, Phil completed the Bridging Module while still in supported living in 2020. Since then, he completed his level 2 maths and English qualification and acted as a mentor to students going through the 2021 module.

Phil believes that the bridging module has shown him that barriers are imaginary and can be overcome with determination and hard work, and sees it as playing a valuable role in his journey to recovery. He has discovered a love of learning and takes pleasure in sharing his new-found knowledge with other students and friends. He has been an active ambassador for the module and continues to support new students on their educational journey.

Phil is now living in student accommodation and is rebuilding his relationship with his son. He started a degree in Sociology this September.





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