

Super Curricular Update

20th March 2026

Over the last two weeks students in Years 11 and 12 have taken part in a variety of super curricular activities and talks from different Universities and presenters which have enriched the curriculum that they normally follow as part of their usual school day. The events have included an outside speaker from Peterhouse College, Cambridge University, taster days and webinars covering subjects ranging from History, AI, Chemistry and Mathematics to Biomedical Engineering and Natural Sciences.

Some of the feedback from the various activities that pupils have engaged with is detailed below:

Bio Medical Sciences, Oxford University

On Wednesday, 4 March, I attended a Biomedical Engineering taster day at Oxford University. Throughout the day we got to experience a few taster lectures and we learned about different types of modules, courses and research.

We had a few taster lectures on various different topics, the one I found most interesting was about a recent study where they highlighted significant risks of using AI chatbots for healthcare - such as ChatGPT giving the general public medical advice.

Participants in the study used chatbots to identify health conditions and for advice on what to do next, such as seeing a GP, or going to the hospital. Participants often didn't know what information the chatbots needed to offer accurate advice and the responses they received combined good and poor recommendations, making it difficult to identify the best solution. Also, current evaluation methods for chatbots do not reflect how complex it is to interact with humans. They cannot just ask a series of general questions, they should be personalised. Like clinical trials for new medications, chatbot systems need to be tested in the real world before being used. This shows that using AI to diagnose and treat people is a lot more difficult than we think and proves we shouldn't put our health in the hands of AI.

We also had a series of demonstrations from current 3rd year students, who told us about their research through interactive displays and examples. My favourite demonstration was about Ultrasound technology being used to treat conditions such as Parkinson's Disease. There was a real human skull on the table (the person who died had given permission for their body to be used in science) and we were shown how the radiation in an ultrasound can pass through the skull and into the brain where the beam is focussed onto cells that are causing parkinson's. This makes it much easier to help treat people as no surgery is needed and is usually done quite quickly. I found it so fascinating and exciting to see this new technology in action

It was a really inspiring and enjoyable day and I can't wait to study Biomedical Engineering in the future. I am very grateful for Mr Kelly who made me aware of this opportunity - Thank you Sir!

Marli , Year 12

Mathematics, Queen Mary College, London University

On Wednesday 4 March I attended a taster day at Queen Mary's university for girls in maths and it gave me an insight into different specifics of maths you can specialise in at university such as pure statistics and even actuarial science. We were given a lecture on influential women in mathematical history and a lecture on the maths behind a black hole/ "spagetication". We were also given a tour around campus and were able to talk with current undergraduates in maths along with their academic journeys and it was a quite interesting experience.

Leena, Year 12

Generative AI in Banking and Finance,UCL, London University

I attended two sessions at UCL on Generative AI in Banking and Finance, led by Raad Khraishi, which explored both the technical foundations of large language models and their applications in financial services. We covered concepts such as transformers, embeddings, and next-token prediction, and how these link to traditional models like linear regression and neural networks.

The sessions highlighted how generative AI is transforming areas like investment banking, equity research, and wealth management, while emphasising the importance of evaluation, guardrails, and human oversight in regulated industries. It was particularly valuable to gain insight into how professionals are approaching real-world implementation, reinforcing how rapidly this space is evolving and the opportunities it presents.

Hanif, Year 12

Natural Sciences, Christ's college, Cambridge

The Natural Sciences taster day run by Christ's college, Cambridge was a series of helpful sessions that provided an insight as to what studying this course at Cambridge would be like. The programme highlighted the flexibility of the Natural Sciences course, allowing students to explore a variety of subjects. There were also mini-lectures based on current student's work, and I particularly enjoyed learning about new methods for detecting and monitoring Alzheimer's disease. A maths session encouraged us to rethink familiar statistical ideas and apply them in new contexts, such as medicine. Finally, we learned about how a degree in natural sciences could be applied to a career. Overall this experience was very interesting.

Isabella, Year 12

History, Christ's College Cambridge

I recently attended a taster day for History at Christ's College Cambridge. There were several engaging lectures that explored different aspects of the historical modules offered at the college. The day gave me a much clearer sense of what it's like to study History at Cambridge, and helped to give me more direction with my current studies.

Patrick, Year 12

Chemistry, St.John's College Oxford University

The day started at a cafeteria where you could socialise and split into 3 groups that looked at three different aspects of being an Oxford student:

Interview mock: They got my group to sit and watch an interview take place. They told us the interview process and the steps required to qualify for an interview. In the interview, the interviewee was giving a past paper for chemistry, where she and the interviewer went through some questions. We were told to prioritise demonstrating our way of thinking in a clear and methodical manner, and to expect to encounter questions we wouldn't be able to answer.

The tour: We were shown around the major sites and history of the college, such as the library constructed in the 16th century, with a treasure chest and the church. We were also informed about a self-funded "Christmas party" tradition, with an alleged budget of £450,000 and a Ferris wheel!

Lecture mock: We sat in the Lecture theatre, where we were given a taster of one of the university lectures about "resonances", which largely played out like a regular school lesson, albeit with harder content and much more comfy, cushioned seats.

Ahmed, Year 12

Competitive University Applications Talk at Vyners by Peterhouse College Cambridge

I found the Cambridge talk to be very beneficial and it gave me a very clear insight into the application process for Oxbridge. The talk cleared up some misconceptions I had about UCAS, specifically the personal statement and was very informative. I am very glad to have been able to participate in the talk.

Nyla, Year 11

Vyners Support Programme for potential Law applicants to University

On March 6th, 14 Year 12 pupils took part in the first of a series of workshops to support them in finding out about studying Law and how to make a strong application to a competitive course at University. The first session was delivered by Professor Giannouloupoulos, the Head of the Law Faculty from St. Georges City University London. The comments below are from two of the pupils who took part in the workshop:



The Professor came in to present to us information about the legal profession and Law as a whole. We took part in a few activities and he explained to us what we should do to look like a good applicant to study law. However, he also stated that you didn't have to do law, you could do conversion courses like the SQE, and change from a course like history over to law. We also gained information on the importance of super-curriculars, pastimes like reading and watching informative videos about law that can help you in many ways can be discussed on your personal statement. At the end of the session we took part in a reading task where we looked over a text from the attorney general 2024 and considered his view on the current issues with the Rule of law.

Lucas, Year 12

The 'Leading Law School Applications' Programme being delivered by Professor Giannoulopoulos (Head of the Law Faculty at City University) outlined the schedule of support we are going to receive throughout the coming months in order to support us in our efforts to make a strong application to a competitive Law related course at University. During our first session, the Professor introduced himself and provided us with information about his education and current jobs. He also presented the first task to us which was to introduce our peers by stating their interest in participating in the programme, what our aim to study at university was and what we enjoyed doing outside of school.

Layan, Year 12