



University of  
**Strathclyde**  
Glasgow

# Widening Access

Strathclyde's commitment to  
access and community engagement

# Contents

<b>Strathclyde’s commitment to access and community engagement</b>	<b>4</b>		
<b>Recent successes</b>	<b>6</b>		
<b>Strathclyde’s approach</b>	<b>8</b>		
Aligning access and equality	8		
Gender Action Plan	8		
LGBT Youth Scotland Charter Mark	8		
TransEDU	8		
Project SEARCH	8		
Collaboration	9		
Student engagement	9		
An Age-Friendly University	9		
Our learner journey approach	9		
<b>How to Use this Booklet</b>	<b>10</b>		
<b>Stage one: thinking about university</b>	<b>12</b>		
Accelerate [Professional Services]	12		
Annette Street Primary School [SBS]	12		
ASPIRE North Campus Visits [Professional Services]	12		
BAE Systems Schools Engineering Challenge [Engineering]	12		
Biology Week Activities [Science]	14		
Bionano activities for science festivals, schools and libraries [Science]	14		
Bridges to University [Professional Services]	14		
Career Ready Programme [Professional Services]	14		
Chemistry @ Work Day [Science]	14		
Chemistry of the Cupcake workshop [Science]	14		
Children’s Library Club [HaSS]	14		
Children’s University [Professional Services]	15		
Christmas Cyber Security Lecture Series [Engineering]	15		
David Elder Lecture Series [Science]	15		
Daytime Programme for those over 50 years old [Centre for Lifelong Learning]	15		
Departmental tours of Chemistry [Science]	15		
Digital Schools Partnership [HASS]	16		
Edinburgh International Science Festival @ Oriam, Heriot-Watt University [Science]	16		
Enable Scotland Library Tour [SBS]	16		
Engineering the Future for Girls Summer School [Engineering]	16		
Evening & Weekend Programme of Classes [Centre for Lifelong Learning]	16		
FabLab [HASS]	16		
FOCUS West: S2, S3 and S4 Programmes [Professional Services]	17		
Glasgow Science Festival and Explorathon [Science]	17		
Harry Potter themed STEM activities in libraries and at Midlothian Science Festival [Science]	17		
Inclusive Salters’ Festival [Science]	17		
Inclusive Young Chemical Ambassadors’ Day [HASS]	17		
Information, Advice and Guidance [Professional Services]	18		
Intergenerational Mentoring Network (IMN) [HASS]	18		
Island Explorers [Professional Services]	18		
Journeys through Health History [HASS]	18		
Law Clinic [HASS]	18		
Public Legal Education Project for Schools	19		
Public Legal Education Project for Prisons	19		
Light + chemistry = art; an introduction to cyanotype printing [Science]	19		
Light themed activities for science festivals, schools and libraries [Science]	19		
Make a Spectroscope – See Rainbows Workshops [Science]	19		
Massive Open Online Courses (MOOCs) [Professional Services]	20		
Medical Research Scotland (MRS) – Meet the Researchers Showcase (in Dundee and Glasgow) [Science]	20		
Micro Tyco [SBS]	20		
P7/S1 Transition events (Crystal Maze; 7Up) [Professional Services]	20		
Perspectives on Partnership Toolkit and CPD [Science]	20		
PGDE Professional Specialisation: Encouraging Active Citizenship and Pupil Voice in the Primary School [HASS]	22		
Primary Engineer: Scottish Engineering Leaders Awards [Engineering]	22		
Primary Science Professional Specialisation [HASS]	22		
PRIME [HASS]	22		
Prof DG Smith Telecommunications Prize [Engineering]	22		
Pure and Applied Chemistry school visits and demonstrations [Science]	22		
Raspberry Pi Day [Science]	22		
Really Small Science [Engineering]	23		
Science and Technology Forum [HASS]	23		
Science Explorers [Science]	23		
Science Sketch-a-nory [Science]	23		
Science Week Activities [Science]	23		
SCOPE (Strathclyde Student Community for Optics, Physics, & Engineering) [Science]	23		
Scottish Attainment Fund: Disciplinary Literacy [HASS]	23		
Scottish Mathematics Council’s Challenge [HASS]	24		
Scottish Space School @ Strathclyde [Engineering]	24		
Screening Irish History [HASS]	24		
Semiconductors and LEDs: Higher Physics	24		
Teachers Day [Science]	24		
Social Mobility Foundation Placements in Science Communication and Public Engagement [Science]	24		
Social Mobility Foundation Subject Tasters and Application Workshops [Professional Services]	24		

Soils in Schools [Science].....	25	Young Strathclyder [SBS] .....	35
Space for Art [Engineering] .....	25	<b>Stage three: succeeding in university.....</b>	<b>36</b>
Squishy Cancer Project [Science] .....	25	College articulation students' Library Induction.....	36
'STEM on a shoestring' and 'STEM in the Early Years' .....	25	[Professional Services]	
Practitioner CPD [Science]		Discretionary and Childcare Funds [Professional Services] .....	36
St Paul's High School Pupil Development Support.....	25	Extra tutorial support for 2nd year CIS Direct .....	36
[Professional Services]		Entrants [Science]	
Strath Science Scouts [Science].....	25	Finding Your Way Transition event for Mature.....	36
Strathclyde Summer Experience [Professional Services] .....	26	Students and Direct Entrants [Professional Services]	
Summer and Christmas Fun labs for schools [Science].....	26	HaSS First Year Community Placement [HASS] .....	36
Teacher CPD in Bionano and Optima activities [Science].....	26	Library Induction sessions for students on the .....	38
The Brilliant Club [Professional Services] .....	26	Pre-Entry Access Course [Professional Services]	
Top of the Bench [Science] .....	26	Mentoring Support for Refugees and Asylum Seekers.....	38
Tour of Physics research and teaching labs [Science].....	26	[Professional Services]	
Undergraduate Open Days [Professional Services] .....	27	Participation Fund [Strath Union].....	38
USS Alba: Forensics on the Moon at Prestwick.....	27	Pre-sessional Java workshops for CIS Direct Entrants.....	38
Airport STEM week [Science]		[Science]	
Visit to the University of Strathclyde Archives and.....	27	Strathclyde Cares [Professional Services] .....	38
Special Collections [Professional Services]		Student Carers Support and Social Activities .....	39
Young WEIR-WISE: Discovering Engineering with .....	27	[Professional Services]	
S2 Girls [Engineering]		SWAP University Preparation Days [Professional Services].....	39
<b>Stage two: applying to university .....</b>	<b>28</b>	VIP STEM Education and Public Engagement [HASS].....	39
Advanced Higher Chemistry help for schools:.....	28	<b>Stage four: graduating from university .....</b>	<b>40</b>
Chemistry Clinic [Science]		Chemistry Education Network North [HASS].....	40
Advanced Higher Physics Investigation Support [Science] .....	28	Clubs and Societies [Strath Union].....	40
An Introduction to Teaching [HASS] .....	28	Explorathon [Professional Services].....	40
Applicant Visit Days [Professional Services] .....	28	Go Global [Strath Union].....	40
Breaking Barriers [SBS].....	28	MChem Industrial Placement [Science].....	40
CIS UG Offer Holder Information Sessions [Science] .....	30	MDP3 Social Responsibility Pathways [SBS] .....	42
CPD for Chemistry Teachers [Science] .....	30	Partnership with Common Purpose: Global Leadership .....	43
Engineering Academy [Engineering] .....	30	Experiences [Professional Services]	
How to Use an Open Day [Professional Services] .....	30	Radboud Summer School [Professional Services] .....	43
Insight into University [Professional Services].....	31	Strath Active [Strath Union] .....	43
MCR Pathways Tutoring [SBS] .....	31	<b>Financial Support .....</b>	<b>44</b>
One Step Forward [SBS].....	31	STAR Scholarships.....	44
Physics Advanced Higher Days [Science] .....	31	Unite Foundation Scholarship .....	44
Physics Department Open Evening [Science] .....	31	The Robertson Trust Scholarship .....	44
Polymerase Chain Reaction sessions for.....	32	STEM Summer School Bursary.....	44
Secondary Schools [Science]		Strathclyde Access Bursary.....	44
Pre-entry Access Course [Centre for Lifelong Learning] .....	32	Commonwealth Shared Scholarship.....	44
Pre-entry Support for Care Experienced Students, .....	32	Asylum Seeker Scholarship .....	44
via Strathclyde Cares [Professional Services]		<b>Widening Access Team Research.....</b>	<b>45</b>
Pre-entry Support for Mature Students.....	32	Widening Access Transitions to Postgraduate Study .....	45
[Professional Services]		Empowering leadership to support transgender .....	45
Pure & Applied Chemistry West of Scotland Teachers' .....	32	students and staff within higher education:	
Meeting [Science]		what works to raise awareness and effect change	
School visits to the library [Professional Services].....	34	TransEdu Scotland Report 2017 .....	45
SHEP Partners Pre-application Enquiries .....	34	Barriers to Accessing Open Days for Young .....	45
[Professional Services]		People in Disadvantaged Areas	
STEM Summer School [Science].....	34	Supporting Care Experienced Students .....	46
Study Skills Programmes [Professional Services] .....	35	Caring for Carers .....	46
Teachers' Admissions Seminar [Professional Services] .....	35	Widening Access Transition Through and Beyond .....	46
Tutoring [SBS].....	35	University	

# Strathclyde's commitment to access and community engagement

The University's mission dates from its founder, Professor John Anderson, who left instructions in his will for the establishment of "a place of useful learning" – open to everyone, regardless of gender, status or income. This commitment to access for all continues to the present day and is at the heart of our values and principles.

As a socially progressive institution, we aspire to increase opportunities for people from a diverse range of backgrounds to engage in the life transforming experience that study and success at university can bring. We are committed to recruitment based on merit and an individual's ability to benefit from the education we can offer. We have a multiplicity of routes to education: through schools and colleges; programmes targeted at children from less well-off backgrounds; prospective students from looked after backgrounds; and for mature students who may have missed the opportunity of university earlier in life. We select our students based on merit, potential and the ability to benefit from the education we offer. Put simply, we look for more than just grades. We consider the circumstances of an applicant's education and will make offers at the minimum entry requirement level to certain applicants as a result. More details of our policy can be found on our webpages.

The University is also deeply committed to public and community engagement, delivering transformational impact to our local, national and global communities. Our research helps us to make a difference to business, industry and society as a whole and our staff are involved in a range of engagement and volunteering activities. For example, Strathclyde has committed 20% of its staff to become MCR mentors as part of their working week. Strathclyde Business School also partnered with the school-based mentoring programme to launch an accredited leadership training course for mentors in June 2018.

## The Widening Access Team

Widening access is part of Strathclyde's DNA, and is a feature of the activities of all of our Faculties, Departments and Professional Services. In addition, the University has a centralised team responsible for all aspects of widening access, from the provision of activities and support for primary and secondary schools, to college engagement and access to postgraduate qualifications. We are happy to be contacted by teachers, parents/carers, potential and current students or anyone else with a query or interest in access to Strathclyde.

Through engagement with school pupils, college and adult entrants, we aim to provide access routes, aspiration and attainment-raising activities and support to encourage entry to Higher Education. For widening access students who go on to study at Strathclyde, this support continues into their programme of study and through to graduation, widening opportunities and helping students to thrive and develop during their time with us.

For more information please contact:

Dr Stephanie Mckendry,  
Widening Access Manager  
stephanie.mckendry@strath.ac.uk,  
wideningaccess@strath.ac.uk

<https://www.strath.ac.uk/professionalservices/sees/wideningaccess/>





**As a socially progressive institution, we aspire to increase opportunities for people from a diverse range of backgrounds to engage in the life transforming experience that study and success at university can bring.**



# Recent successes


Among research intensive institutions, Strathclyde has the largest cohort of students from disadvantaged backgrounds. One in every 8 young, full-time, Scottish-domiciled entrants from a disadvantaged background studies at Strathclyde.

We reached our 2020 target three years early for welcoming 1000 new students annually from the 40% most disadvantaged areas of Scotland and continue to set ourselves ambitious goals to further increase the proportion of our students from disadvantaged backgrounds.

Strathclyde Cares, the suite of support developed for care experienced applicants and students, won the Retention, Support and Student Outcomes category at the Guardian University Awards 2018 and was shortlisted in the Outstanding Student Support category at the Times Higher Education Awards. The University also won in the Widening Access category at the Herald Higher Education Awards in 2018.

Our TransEDU project to explore the experiences of trans and gender diverse applicants, students and staff won the Advancing Staff Equality category at the Guardian University Awards and the Herald Diversity Award for Diversity through Education.





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# Strathclyde's approach

Our approach to access and engagement is research-informed and underpinned by our values. It has a number of core features:

## Aligning access and equality

The University has brought together practice, policy and research around access and inclusion, in particular in the close work of our Widening Access Team and Equality and Diversity Office. This whole-institution approach to addressing under-representation and advancing equality of opportunity within student and staff cohorts allows us to provide inclusive support to applicants, students and staff from a range of backgrounds as well as working with communities. Some example activities are provided below:

### Gender Action Plan

In August 2017, the University published its student focussed Gender Action Plan, in line with Scottish Funding Council (SFC) guidance, to outline ongoing and planned activities to address subject specific gender imbalances in student populations, spread across the five themed areas of: Infrastructure; Influencing the influencers; Raising awareness and aspirations; Encouraging applications; and Supporting success. Our GAP specifically addresses issues of socio-economic disadvantage and seeks to explore intersectional barriers to access.

### LGBT Youth Scotland Charter Mark

Both Student Experience and Enhancement Services and the University's School of Education are in the process of preparing applications for LGBT Youth Scotland's LGBT Charter Mark, with the aim of achieving awards by 2019/20. The Charter programme aims to support organisations to be LGBT+ inclusive for staff and students and requires applicants to meet specific standards with regard to Training, Policy, Practice, Promotional Material and Resources, and Monitoring and Evaluation.

### TransEDU

Between 2016 and 2018, the University's Dr Stephanie Mckendry and Dr Matson Lawrence conducted research, funded by SFC, on the experiences of and current provision for trans and gender diverse applicants, students and staff in colleges and universities across Scotland.

The project developed a set of recommendations for the sector, open-access resources, guidance and training materials and the TransEDU website to provide a central resource for information on supporting trans applicants, students and staff. The development of further resources and leadership models was supported by funding from the Leadership Foundation for Higher Education (now part of Advance HE).

The SFC asked universities to implement the TransEDU recommendations within its guidance for the development of University Outcome Agreements published in October 2018. Strathclyde has included the implementation of the TransEDU recommendations as an action within our student Gender Action Plan, our 2017-21 Athena SWAN Action Plan and Equality Outcomes 2017-21.

### Project SEARCH

Project SEARCH is a one year transition programme which provides employability training and education for individuals with disabilities. The goal is to provide on-site internship experiences in order for young adults to acquire necessary skills leading to competitive employment.

The University of Strathclyde hosts a programme specifically for people on the Autism spectrum in partnership with City of Glasgow College, Glasgow City Council Supported Employment Service and Autism Network Scotland.

Each year around 10 interns take part in three 10-week placements, over a full academic year to help them gain experience for work. They are supported by a qualified instructor and one, or sometimes two, job coaches to meet their educational and training needs. They complete a minimum of 20 hours per week in their work placements. More than 30 students have gone on to paid employment.



## Collaboration

The University works with a wide range of organisations to improve access and undertake community engagement. We work alongside other universities, colleges, schools and local authorities to provide collaborative programmes. We are active partners in the SFC-funded FOCUS West regional partnership, delivering S2-S4 activities to target schools in the West of Scotland and we have hosted the FOCUS West Team since 2017. We also work with the other SFC regional programmes: LEAPS; ASPIRE North; and LIFT Off.

Amongst many others, we work with The Brilliant Club, Children's University Scotland, The Robertson Trust, Social Mobility Foundation, Nuffield Foundation, Who Cares? Scotland, Scottish Throughcare and Aftercare Forum, Unite Foundation, Stand Alone, Common Purpose, Small Earth Foundation, SCiP Alliance, Carers Trust Scotland, The Bridges programme and MCR Pathways.

If you would like to collaborate with us on anything related to access, equality and community engagement please get in touch: [wideningaccess@strath.ac.uk](mailto:wideningaccess@strath.ac.uk)

## Student engagement

Strathclyde is unique in harnessing the expertise, experience and enthusiasm of our students in our widening access activities. As well as working closely with Strath Union, many of our programmes involve our students.

As part of their curriculum or as volunteers, acting as peers, role models, mentors, tutors and team leaders, students are an integral part of our widening access mission. This provides real-life insight into university life, work experience and careers for our pupils and allows our students to enhance their skills and employability.

## An Age-Friendly University

The Age-Friendly Academy was launched at the University of Strathclyde in 2017 as part of the University's commitment to being an Age-Friendly University - part of a growing international network of universities that encourage positive ageing through research and provision. For Strathclyde, this underpins our founding principle of providing "a place of useful learning, open to all". We have a unique, life-course approach to learning and opportunity and aim to offer something of interest to anyone, regardless of age. For more information, please see our webpages, <https://www.strath.ac.uk/studywithus/centreforlifelonglearning/age-friendlyacademy/>

## Our learner journey approach

Building on the model developed by Alan Milburn, then Chair of the Social Mobility and Child Poverty Commission, in his 2012 report, Strathclyde employs a learner journey approach to access. This recognises the distinct but often overlapping stages through which a learner travels into and through higher education, providing support to help students into university, to succeed while they are here and to move onwards into positive graduate destinations.

### Stage One: Thinking about university

Our 'getting ready' activities are designed to support pupils during their Broad General Education or involve work with adult returners as they begin to think about higher education. We aim to inspire curiosity, improve attainment, encourage learning and increase awareness of university and degree-level careers.

### Stage Two: Applying to university

The projects and activities in this 'getting in' stage are targeted towards the senior phase of schooling and those who are ready to apply to university. They are intended to have a positive impact on applications by offering support and guidance, improving attainment and enhancing transition into the new learning and teaching environment.

### Stage Three: Succeeding at university

As the then Director of Fair Access in England, Les Ebdon, argued in 2014, "Disadvantage can follow you like a shadow down the years, affecting the degree you end up with and your ensuing postgraduate study or search for a job". Successful widening access is not simply about getting people into university. It is essential that those from under-represented groups succeed on their programmes of study, progressing from year to year and obtaining their qualifications. At Strathclyde, we have a range of support mechanisms and activities for specific groups to supplement our mainstream student support and retention initiatives.

### Stage Four: Graduating from university

Activities in this final stage of the learner journey have been designed to support under-represented or disadvantaged learners to thrive while they are with us, to gain the 'value added' aspects of higher education and take advantage of the many opportunities open to students.

# How to Use this Booklet

The remainder of this booklet details the activities we undertake across the stages of the learner journey. Each activity provides a colour code indicating the area of the University that delivers it:

**Orange – Humanities and Social Sciences (HaSS)**

**Green – Science**

**Blue – Engineering**

**Red – Strathclyde Business School (SBS)**

**Purple – Centre for Lifelong Learning (CLL)**

**Dark Blue – Professional Services**

**Turquoise – Strath Union**

A contact is included with each activity, so please get in touch if you would like to learn more or wish to participate. Please also get in touch if you think a particular activity or project could be adapted to suit your needs.





Humanities and Social Sciences (HaSS)

Science

Engineering

Strathclyde Business School (SBS)

Centre for Lifelong Learning (CLL)

Professional Services

Strath Union

# Stage one: thinking about university

## SPOTLIGHT

### Accelerate [Professional Services]

Accelerate is a one-week summer programme for senior secondary school pupils which aims to provide them with a targeted focus on their chosen area of potential academic study. It allows pupils to find out about University study and the career opportunities open to them.

The programme, for pupils from widening access backgrounds, features subject areas for pupils to choose from, for example:

- Chemistry
- Computer Science
- Electronic & Electrical Engineering (EEE)
- Product Design
- Law

Led by a Challenge Leader and a team of undergraduate and postgraduate student mentors from the relevant Departments, pupils undertake a variety of interactive activities and work towards the completion of a final group challenge, culminating in a presentation of their work to a panel of industry and academic experts on the final day of the programme. The Chemistry and Product Design challenges are credit-rated on the Scottish Credit and Qualifications Framework (SCQF) and pupils can gain 5 credits at level 7 for passing course assessments.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### Annette Street Primary School [SBS]

Annette Street Primary School is situated in the Govanhill area of Glasgow, an area with high levels of socio-economic deprivation. Almost all of the children who attend the school do not have English as their first language. Many of these children have little or no English and some have only limited experience of formal school education. The same is true for many of their parents. These circumstances mean that the teachers in the school work in an environment with a unique set of challenges and would benefit from additional support.

MDP Social Responsibility Pathway students (see page 42) work in the school as classroom assistants, supporting teachers in the classroom environment in a number of ways; as a language role model, providing extra support for pupils with language difficulties; leading activities; reading to pupils; and working with groups. Students normally attend the school for one full day each week during term time.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### ASPIRE North Campus Visits [Professional Services]

Strathclyde recognises the importance of supporting potential applicants who are geographically distant from the University. Through our partnership with ASPIRE North, we are able to welcome talented young people from the Scottish Highlands and Islands onto our campus to take part in subject-specific workshops, and also receive guidance on how to write an effective Personal Statement. The subject workshops we offer are tailored depending upon the interests of each visiting group and we are able to arrange these visits on an ad-hoc basis to meet the needs of ASPIRE North and their pupils.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### BAE Systems Schools Engineering Challenge [Engineering]

BAE Systems runs a programme to engage secondary school students with engineering. The students spend several weeks building model ships, with the programme culminating in a visit to the Department of Naval Architecture, Ocean & Marine Engineering (NAOME) to test their ships in the small wave tank. The participating schools in 2018 were: All Saints Secondary School; Springburn Academy; Clydebank High School; Woodfarm High School; Hillpark Secondary School; St. Thomas Aquinas Secondary School; Notre Dame High School; John Paul Academy; and Govan High School.

Contact:  
Alexander Cahoon  
alexander.cahoon@strath.ac.uk





### **Biology Week Activities [Science]**

Dr Margaret Cunningham visits local schools to discuss career pathways in Science and 'Cheeky Science'. Other colleagues in SIPBS (Drs Susan Chalmers, Alan McCrudden, Linda Horan, Clive Wilson and Ibrahim Kadra) also visit schools for STEM events.

Contact:

Margaret Cunningham  
margaret.cunningham@strath.ac.uk

### **Bionano activities for science festivals, schools and libraries [Science]**

Inspired by activities developed by the National Informal STEM Education Network ([www.nisenet.org](http://www.nisenet.org)), Bionano @ Strathclyde researchers can offer sensory and tactile activities involving sensing smells (smelly balloons), nanofilms (catching rainbows), nanoparticles (science of stained glass windows) and measurement scales (Macro, Micro, Nano 'Twister'). Suitable for all ages.

Contact:

Dr Kirsty Ross  
Kirsty.Ross@strath.ac.uk

### **Bridges to University [Professional Services]**

The Bridges to University workshop series provides refugees and asylum seekers with information to assist them to access Higher Education in general. The programme is delivered in collaboration with the Bridges Programme.

Contact:

Ian MacLellan  
ian.maclellan@strath.ac.uk

### **Career Ready Programme [Professional Services]**

The programme provides one-to-one mentoring for S5 and S6 school pupils. It includes a paid summer internship (4 weeks) in the University, in which participating pupils experience a range of organisational areas and develop new skills. University staff volunteer as mentors, link with schools and attend career days for a wider group of learners. This programme aims to increase the skills of young people to prepare them for work or further study.

Contact:

Widening Access  
wideningaccess@strath.ac.uk

### **Chemistry @ Work Day [Science]**

The University of Strathclyde, University of Glasgow and University of the West of Scotland share responsibility for hosting the annual Chemistry @ Work day on a 3-year rotation. The 2019 event took place in June and consisted of practical workshops provided by SMEs working in the circular economy, an area of growth for Scotland. It was a fully inclusive event, with the first day reserved for young people in S3/4 with additional support needs, in collaboration with colleagues from Strathclyde's School of Education.

Contact:

Dr Kirsty Ross  
Kirsty.Ross@strath.ac.uk

### **Chemistry of the Cupcake workshop [Science]**

This workshop revolves around the properties of cupcakes, and how these emerge from the ingredients found in cupcakes. Aaron Lau's 'Chemistry of the Cupcake' hands on workshop introduces concepts such as acids and bases, protein sequences, and pH in an accessible way. This is also available as a science fair drop in session.

Contact:

Dr Aaron Lau  
aaron.lau@strath.ac.uk

### **Children's Library Club [HaSS]**

This student-led club is a joint venture by the School of Education and the University Library. Local children (P4-P7) attend the University on a Wednesday after school to participate in short-life research projects directed by the children themselves. Parents attend at the end of each project to hear about the outcomes of the children's research. This club is designed to increase access to learning resources outwith school for children who live in an area of significant disadvantage. As a student-led project, Strathclyde students develop skills in leadership, collaboration and negotiation. The children who participate develop a love of books and libraries and feel a sense of association with the University of Strathclyde, which is located within their community.

Contact:

Amanda Corrigan and Lorna Gilkison  
amanda.j.corrigan@strath.ac.uk  
lib.ref@strath.ac.uk



### **Children's University [Professional Services]**

The University of Strathclyde manages Scotland's first Children's University (CU). This programme recognises and celebrates learning that pupils, aged between 5 and 14, undertake outwith normal class time. Glasgow CU operates in collaboration with Glasgow City Council and is available to schools throughout the city.

Children who voluntarily participate in our award-winning programme engage in a range of innovative and exciting activities in school, the local community and further afield. Each activity gains stamps in the Passport to Learning and pupils collect credits and skills points which are converted into awards from 30 credits at Undergraduate level to 1000 credits at Fellowship level with certificates being awarded at each stage.

Glasgow CU is the first rung in a continuing partnership with school pupils, helping them to engage with the fun of learning and to begin aiming for university from a young age.

Please see our website for more details:

<https://www.strath.ac.uk/workwithus/publicengagement/schools/childrensuniversity/>

Contact:

Aileen Wilson

[aileen.wilson@strath.ac.uk](mailto:aileen.wilson@strath.ac.uk)

### **Christmas Cyber Security Lecture Series [Engineering]**

The annual Cyber Security Lecture Tour visits 6 different locations across Scotland - Stornaway, Inverness, Aberdeen, Dundee, Edinburgh and Glasgow, hosted at a variety of locations, inviting high school and college students of various ages to attend. It is a light-hearted and fun introduction to cyber security as a potential career choice to high school pupils and college students, and raises awareness about the need for cyber security measures. It attracts internationally-acclaimed speakers each year, as well as representation and support from Police Scotland on an ongoing basis. Participating schools are also able to get involved online, with competitions and games on the event website, and Twitter competitions for students. The lecture tour series recently won two Scottish Cyber Awards - Best Cyber Education Programme, and Champion of Champions. The tour has reached over 15,200 young people, and is now in its 7th year of running.

Contact:

Greig Paul

[greig.paul@strath.ac.uk](mailto:greig.paul@strath.ac.uk)

### **David Elder Lecture Series [Science]**

The David Elder Lecture Series are public lectures on observational astronomy. They are presented at the Glasgow Science Centre's Planetarium. Approximately 6 lectures are delivered annually, each of which is delivered twice in one day in order to maximise the number of people who can attend. These lectures are a fun way to engage the general population of Glasgow and its surrounding areas in the physics of astronomy.

Contact:

Brian McNeil

[b.w.j.mcneil@strath.ac.uk](mailto:b.w.j.mcneil@strath.ac.uk)

### **Daytime Programme for those over 50 years old [Centre for Lifelong Learning]**

The Centre for Lifelong Learning's Daytime Programme offers a wide range of lifelong learning opportunities aimed at those over 50. Students can undertake an impressive range of subjects covering a broad spectrum of interests and skills. We offer a number of credit bearing classes. Credits can be accumulated towards a University of Strathclyde Open Studies Certificate worth 30 credit points. An Open Studies Certificate can be gained through combinations of subjects that reflect student interests. These could include: Language Studies; Applied Arts; Humanities; Genealogical Studies; Applied Writing; and Theatre Arts. All classes are offered at Level 7 of the Scottish Credit and Qualifications Framework (SCQF) which equates to first year university level study. In addition, the Centre collaborates with colleagues across the university to offer Daytime Programme students the opportunity to study alongside first year undergraduates, something that provides a rich learning environment for all.

Contact:

Centre for Lifelong Learning

[learn-cll@strath.ac.uk](mailto:learn-cll@strath.ac.uk)

### **Departmental tours of Chemistry [Science]**

The Chemistry Department regularly tour school groups and/or interested individuals around our facilities. Come and see our research and teaching laboratories.

Contact:

Roslyn Nimmo

[roslyn.nimmo@strath.ac.uk](mailto:roslyn.nimmo@strath.ac.uk)

### Digital Schools Partnership [HASS]

We are currently working in partnership with two Glasgow primary schools to share good practice and work collaboratively to ensure that we are meeting the digital education needs of our young people and student teachers through our BA Primary Education and PGDE courses. University staff and students visit the schools, and children from both schools also visit the University's campus to participate in sessions.

Contact:

Tracy Atkinson

tracy.atkinson@strath.ac.uk

### Edinburgh International Science Festival @ Oriam, Heriot-Watt University [Science]

Following a wildly successful launch in 2018, Bionano @ Strathclyde regularly features at the Edinburgh International Science Festival with their make-and-take activity, 'Build your own spectroscope'. Spectroscopes can be used to investigate different light sources as well as understanding the chemical composition of materials. This activity is also suitable for young people of all ages, although some dexterity is required to assemble the spectroscopes.

Contact:

Dr Kirsty Ross

Kirsty.Ross@strath.ac.uk

### Enable Scotland Library Tour [SBS]

The Business School runs a 20 credit class in collaboration with Enable Scotland for young adults aged 18-24 who have a learning disability. In 2017-18, 8 young people participated in the course. The Library provides access (Library cards, reader only) tours and orientation support so that the users are supported in their Library use. The project aims to give participants a greater understanding of what the Library and the University are, and to be able to use their Library access as they study towards their Certificate in Applied Business Skills.

Contact:

Lorna McNally and Heather Stenhouse

lorna.mcnally@strath.ac.uk

h.stenhouse@strath.ac.uk

## SPOTLIGHT

### Engineering the Future for Girls Summer School [Engineering]

This is a programme offered to S3 girls at Scottish high schools. Every Department in the Engineering Faculty offers an activity or lecture to demonstrate the work that takes place in the Department. Attendees are also given a campus tour, a talk by colleagues from BP and BAM Nuttall, and attend a site visit to a BAM Nuttall quarry. The aim of this initiative is to raise awareness of the various Engineering disciplines, the subject choices needed for entry to Engineering degree programmes at the University, and the career paths available to engineers.

Contact:

Engineering the Future for Girls

engineeringthefutureforgirls@strath.ac.uk

### Evening & Weekend Programme of Classes [Centre for Lifelong Learning]

The Evening & Weekend Programme offers adults of all ages a varied and interesting range of classes suitable for beginner through to advanced level. Subject areas include: Art; Creative Writing; Genealogy; Languages; Photography; Psychology; Stand-up Comedy; Wine Appreciation; and Employability and Personal Development. We offer a number of credit bearing classes. The programme of credit-bearing classes is designed to lead to a University of Strathclyde award - the Open Studies Certificate. This is worth 30 credit points. All classes are offered at level 7 of the Scottish Credit and Qualifications Framework (SCQF) which equates to first year university level study.

Contact:

Centre for Lifelong Learning

learn-cll@strath.ac.uk

### FabLab [HASS]

Children from primary schools attend Strathclyde to learn about different aspects of Technological Education, including 3D printing.

Contact:

FabLab

fablab@strath.ac.uk

### **FOCUS West: S2, S3 and S4 Programmes [Professional Services]**

Part of the Scottish Funding Council's (SFC) Schools for Higher Education Programme, FOCUS West works with 37 schools in the west of Scotland which have low higher education progression rates. The Widening Access Team delivers three elements of the integrated FOCUS West programme at the University of Strathclyde: S2 Changing Focus; S3 Into Focus; and S4 Focus on Four.

During each element, student mentors lead the pupils through a variety of interactive activities designed to increase awareness of various aspects of Higher Education including courses and entry requirements, college/university articulation and student finance. In addition, pupils develop their skills and knowledge in a variety of pertinent areas including note-taking in a lecture, learning mindsets and study skills.

In S2, the team introduce FOCUS West during a 3.5 hour in-school session designed to link school subjects and pupil strengths and interests to Higher Education courses and graduate careers. In S3, pupils attend a Higher Education Campus Day on a University Campus that aims to raise aspirations and to support pupils in discovering the accessibility of Higher Education at College or University. In S4, the focus moves more fully onto study skills, providing support ahead of National Qualifications.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **Glasgow Science Festival and Explorathon [Science]**

The Glasgow Science Festival takes place every year in June comprising different activities in several venues all over Glasgow. Explorathon is a celebration of European research that takes place on the Friday of the last week of September. The Department of Physics and SCOPE (Strathclyde Student Community for Optics, Physics, and Engineering) annually participate in both events, in particular as part of the GSF Family weekend in Kelvingrove Museum and at the Explorathon Science Extravaganza evening. Activities have often been of the meet-the-expert kind and typically revolve around quantum mechanics, quantum technologies, cold atoms, and laser light. SCOPE provides hands-on activities for children, like building one's own 3D glasses. For Explorathon 2017, Physics delivered day-long activities at The Forge mall, engaging a diverse audience including shoppers and students from nearby schools.

Contact:  
Paul Griffin  
paul.griffin@strath.ac.uk

### **Harry Potter themed STEM activities in libraries and at Midlothian Science Festival [Science]**

The popularity of Harry Potter ensures that even the most disengaged young person can be tempted to have a go. These activities were developed in collaboration with Edinburgh Libraries and involve the co-creation of stained glass windows (mythic Scottish creatures or the school logo, your choice!) and the investigation of the explosion in the Bertie Bott's Every Flavoured Bean factory.

Contact:  
Dr Kirsty Ross  
Kirsty.Ross@strath.ac.uk

### **Inclusive Salters' Festival [Science]**

Strathclyde has a partnership with the Salters' Institute, who handle the applications for this event. Pupils take part in interactive wet chemistry activities, one set by the Salters' Institute and one devised by subject experts at Strathclyde. Teams of up to 12 students are permitted per school.

Contact:  
Jane Essex  
jane.essex@strath.ac.uk

### **Inclusive Young Chemical Ambassadors' Day [HASS]**

The day offers chemical engineering challenges, which involve investigating materials and selecting materials for specific purposes, to all young people who are working at lower secondary level. There is an emphasis on ensuring that the day is accessible and meaningful for a full range of learners, irrespective of any ASN (Additional Support Needs) they may have. Highlights of the day include comparing the strength of different pasta shapes by snapping the pasta and designing a liquid armour coating for a fresh egg, then testing it.

Contact:  
Jane Essex  
jane.essex@strath.ac.uk



### **Information, Advice and Guidance [Professional Services]**

The UK Recruitment team offer information, advice and guidance on applying to university to potential undergraduate students interested in progressing into Higher Education and specifically into programmes at the University of Strathclyde. Annually we attend approximately 230 events across Scotland, including High School and regional Higher Education Fairs, Careers Conventions, and FE College Career Fairs. The team advise on entry requirements, programme content and alternative routes into our degree programmes. Additionally, we offer a range of presentations to schools including topics such as Personal Statements, Choosing a University and a Course, Making the Most of Open Days and Transition and Student Finance.

In addition, the team host visits from school groups throughout the year, offering an insight into the University of Strathclyde and our programmes, including the opportunity to tour the Campus with a student ambassador to find out more about student life.

Contact:  
UK Student Recruitment Team  
bookings@strath.ac.uk

### **Intergenerational Mentoring Network (IMN) [HASS]**

IMN aims to connect people and exchange ideas, skills and knowledge for the benefit of children and young people. Our work is research informed and shaped by ongoing evaluation and development. Our main expertise is in developing and supporting one-to-one mentoring to improve outcomes for children and young people as they progress through the education system. In the main we draw on the knowledge, experience and networks of older adults and retirees who have the time available. To date our work has focused on supporting communities where there are challenges in terms of pupil attainment and progression into and through higher education. To help address these difficulties we have led the development of mentoring programmes in secondary schools supporting young people seeking to enter higher education. Another strand of our work focuses on nurturing literacy development in primary schools.

Contact:  
Intergenerational Mentoring Network  
mig.project@strath.ac.uk

### **Island Explorers [HASS]**

Island Explorers is a primary school education programme which places sustainable development at the heart of primary education. The programme is designed over 6 lessons for the upper 4 year groups (P4-P7). The programme ends with a celebration event during which pupils visit the University for an awards ceremony (hosted by the Principal) and an interactive technology showcase. Island Explorers was piloted in 2018 in 2 Glasgow Primary Schools, with 8 classes in each school participating (a total of 505 pupils). In addition, Cumbrae Primary School in Ayrshire also participated in 1 year. Island Explorers aims to inform, inspire and empower the younger generation to take sustainability in all its forms forward, to make a difference to the world we live in. In addition, a unique aspect of the programme is that each year group has been partnered with a partner school on the island which they are studying. The programme is interactive, with schools in Glasgow engaging and sharing their findings with their international counterpart. Our aim through this is to create an international youth network.

Contact:  
Jo Pitt  
jo.pitt@strath.ac.uk

### **Journeys through Health History [HASS]**

This project is a collaboration between historians working in the Centre for the Social History of Health and Healthcare at Strathclyde and Glasgow Caledonian Universities and local school teachers and archivists. Together they aim to impact upon teaching and engaging with History, Geography and Modern Studies at S1 and S2 levels.

Contact:  
Dr Emma Newlands  
e.newlands@strath.ac.uk

### **Law Clinic [HASS]**

The University of Strathclyde's Law Clinic offers advice and representation to assist clients with their legal problems. The Clinic also provides Public Legal Education to groups of people to help them to understand their rights, and works in partnership with various other organisations to assist vulnerable groups. Some of their activities are summarised below.

Contact:  
Law Clinic  
enquiries@lawclinic.org.uk

### Public Legal Education Project for Schools [HASS]

The Law Clinic has links with 6 local secondary schools and has worked with thousands of school pupils. The aim of this project is to take Public Legal Education into schools in order to raise awareness of young people's rights and responsibilities. The information is delivered through a series of interactive sessions which include mock trials, quizzes and negotiation sessions. By delivering the information in this way it is an engaging and stimulating experience for the students involved. Additionally, the students develop their knowledge and understanding of the law, participate in group and whole-class debates and discussions, and work individually and in groups, taking on different roles and responsibilities.

For more information, visit <https://www.lawclinic.org.uk/beyond-casework/projects/public-legal-education/schools>

Contact:  
Law Clinic  
[enquiries@lawclinic.org.uk](mailto:enquiries@lawclinic.org.uk)

### Public Legal Education Project for Prisons [HASS]

The Prisons Project is a proactive initiative, aiming to contribute to the rehabilitation of offenders. It began in February 2010 in HMYOI Polmont and now also runs in HMP Barlinnie. The purpose of the project is to provide offenders with information on their rights under the Rehabilitation of Offenders Act 1974. These rights relate to how and when a conviction may become 'spent' for the purposes of employment i.e. when a person no longer has to declare their conviction when applying for a job. The period of time it takes for a conviction to become spent is known as the rehabilitation period.

For more information, visit <https://www.lawclinic.org.uk/beyond-casework/projects/public-legal-education/prisons>

Contact:  
Law Clinic  
[enquiries@lawclinic.org.uk](mailto:enquiries@lawclinic.org.uk)

### Light + chemistry = art; an introduction to cyanotype printing [Science]

Cyanotype printing, also known as blueprinting, is one of the oldest forms of photography. With the help of a few simple chemicals, watercolour paper, acetate pictures of our researchers and icons of science, plus a 'Bucket O' Science™ we can turn anything into a blueprint. This activity can be used to encourage young people to think about their favourite STEM subjects, creating a bookmark or postcard as a souvenir, or to simply explore how light and chemistry can work together to create extraordinary artworks.

Contact:  
Dr Kirsty Ross  
[Kirsty.Ross@strath.ac.uk](mailto:Kirsty.Ross@strath.ac.uk)

### Light themed activities for science festivals, schools and libraries [Science]

OPTIMA is a Centre for Doctoral Training in Optical Medical Imaging, and therefore activities revolve primarily around light and application in medicine. We can investigate light sources using portable, make-and-take spectrometers, introduce colour mixing of light (green and red light make yellow, for example!), make giant fibre optic cameras using straws and cardboard tubes, project data using Pepper's holograms, and use Smarties™ to demonstrate how filters in microscopes function. Suitable for all ages.

Contact:  
Dr Kirsty Ross  
[Kirsty.Ross@strath.ac.uk](mailto:Kirsty.Ross@strath.ac.uk)

### Make a Spectroscope – See Rainbows Workshops [Science]

These workshops are run on demand for visiting school pupils or can be run in the school classroom. Participants build a spectroscope from a template and then use it to explore light sources around them, giving them a fun instrument which they are able to take home with them at the end of the day.

Contact:  
Carol Trager-Cowan  
[c.trager-cowan@strath.ac.uk](mailto:c.trager-cowan@strath.ac.uk)

### **Massive Open Online Courses (MOOCs) [Professional Services]**

Our free courses - known as Massive Open Online Courses or MOOCs - are designed to fit around your life, with short activities and clear goals to encourage you to make progress. Delivered in partnership with FutureLearn, our academics have created high-quality videos, research and reading to inspire you to learn and develop your skills. Massive Open Online Courses run throughout the year.

They are delivered entirely online, with no prerequisites to study. Most Strathclyde MOOCs are at first year undergraduate level, with two at postgraduate level. They introduce anyone interested to the subject matter, the institution and mode of learning with minimal cost.

Contact:  
Howard Ramsay  
howard.ramsay@strath.ac.uk

### **Medical Research Scotland (MRS) – Meet the Researchers Showcase (in Dundee and Glasgow) [Science]**

Dr Zahra Rattray and Dr. Felicity Lumb alongside a group of early career researcher volunteers (Dr. Scott Davidson, Dr. Natalie Weir, Miss Nooa Habeeb and Mr Ben Veerman) deliver a hands-on stand with activities covering topics of parasitology, immunology and pharmacy. There is also a career table in place to engage attendees and inform them of the different course options within the Strathclyde Institute of Pharmacy & Biomedical Sciences and career paths.

Contact:  
Dr. Zahra Rattray  
zahra.rattray@strath.ac.uk

### **Micro Tyco [SBS]**

Run by the Wildhearts Foundation, Micro Tyco is a month-long entrepreneurial training programme in which teams from schools, universities and businesses are given £1 seed capital and have one month to turn it into as much money as possible. Through the Social Responsibility Pathway, groups of 3rd year Strathclyde Business students first take part in the November challenge and then mentor pupils from nearby secondary schools through the February challenge. The programme helps develop pupils' entrepreneurial, team-work and leadership skills while working closely with University students and finding out more about studying business. All proceeds raised

from Micro Tyco are used by Wildhearts to invest in poor entrepreneurs, mainly women, in the developing world.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **P7/S1 Transition events (Crystal Maze; 7Up) [Professional Services]**

Developed to support young people during a challenging phase in their educational development, our P7-S1 7Up! Programme is a 2 or 3-day action-packed event for Primary 7 that actively supports the primary to secondary transition.

7Up! features intensive, challenging group activities that encourage pupils to widen their circle of friends, improve critical thinking skills and, importantly, allow young people to develop confidence ahead of the move into S1. Activities such as the Crystal Maze Challenge and our Whodunit? Murder Mystery day are interspersed with recreation. Pupils can choose to participate in a range of activities from music to basketball. A small team of Primary 7s take full responsibility for our Graduation event, allowing children to showcase what they have learned to parents and guardians at the end of Day 2. We work in partnership with schools to devise a programme that suits local needs, focusing on STEM, languages or more general cross-curricular activities according to requirements. At 7Up! current S1 pupils are involved as buddies and our team of Senior Mentors are assisted by Junior Mentors – S5 or 6 pupils from the secondary schools who are fully trained to support the delivery of each activity.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **Perspectives on Partnership Toolkit and CPD [Science]**

The Perspectives on Partnership Toolkit is a resource developed from the National Co-ordinating Centre for Public Engagement (NCCPE) funded Schools Universities Partnership Initiative. It is designed to encourage discussion between teachers, school pupils, public engagement professionals and researchers to establish the scope of new or developing relationships and to manage expectations. We can offer CPD in the use of this toolkit, either as a one-hour introduction or a full day training session.

Contact:  
Dr Kirsty Ross  
Kirsty.Ross@strath.ac.uk





### **PGDE Professional Specialisation: Encouraging Active Citizenship and Pupil Voice in the Primary School [HASS]**

Once a year in March, school pupils from partnership schools in East Dunbartonshire come on to campus to present to students on initiatives in their school which promote the pupil voice.

Contact:  
Evelyn Hart  
evelyn.hart@strath.ac.uk

### **Primary Engineer: Scottish Engineering Leaders Awards [Engineering]**

Primary Engineer is a national organisation promoting engineering to children in primary and secondary schools (<https://www.primaryengineer.com>). Primary Engineer runs the Scottish Engineering Leaders award, a competition for children in which they are asked: "If you were an engineer, what would you do?" Winning entries are displayed at Strathclyde in June each year and prizes given out. Each year, a team of fifth year MEng students from the Department of Mechanical & Aerospace Engineering choose one of the winning designs to be made in to a prototype. This is unveiled at the next year's awards ceremony. (<https://leadersaward.com>)

Contact:  
Andrew McLaren  
andrew.mclaren@strath.ac.uk

### **Primary Science Professional Specialisation [HASS]**

At various times throughout the year, trainee science students on the PGDE (Professional Graduate Diploma in Education) volunteer to run a science club in a primary school for P1 to P7 pupils. This provides an enhanced science experience for the pupils and also allows our students to gain detailed experience of working within primary schools.

Contact:  
Paul Chambers  
paul.chambers@strath.ac.uk

### **PRIME [HASS]**

The Law School provides opportunities for pupils, particularly those from target schools, to visit the University. These sessions are designed to raise awareness about admissions to Law School and illustrate what studying Law at Strathclyde is like.

Contact:  
Chris McCorkindale  
christopher.mccorkindale@strath.ac.uk

### **Prof DG Smith Telecommunications Prize [Engineering]**

In this week-long event, pupils participate in a mixture of labs and lectures and work in teams on a telecommunications project which is assessed on the final day. Prizes are awarded to the winning schools and team members. It is designed to introduce pupils to the engineering discipline generally and to telecommunications specifically, whilst also giving them a taste of what it is like to be a Strathclyde student.

Contact:  
Ivan Andonovic  
i.andonovic@strath.ac.uk

### **Pure and Applied Chemistry school visits and demonstrations [Science]**

Regularly throughout the year, staff from the Department of Pure and Applied Chemistry deliver Chemistry demonstration events. Some of these take place in schools, and some of them take place on campus. These sessions are a fun way to introduce Strathclyde and university level science to a range of school pupils.

Contact:  
Alan Kennedy  
a.r.kennedy@strath.ac.uk

### **Raspberry Pi Day [Science]**

S1 and S2 pupils from targeted low progression schools are invited to the Physics Department to learn how to use Raspberry Pi systems. A 2.5 hour session has been developed that gives the pupils the opportunity to learn how to program in Python on a Raspberry Pi and interface the Raspberry Pi with simple electronic components. The Raspberry Pi is a credit-card-sized computer, designed to improve computer programming knowledge. It is a low cost but capable device that can be used by people of all ages to learn about computing.

Contact:  
Timothy Briggs  
timothy.briggs@strath.ac.uk

### **Really Small Science [Engineering]**

The Department of Chemical and Process Engineering is home to the Really Small Science outreach group, who engage with different audiences about the cutting edge chemical engineering research being undertaken with the University of Strathclyde. The group run a variety of activities for a range of audiences from preschool children to adults. The goal is to encourage exploration and curiosity, raise awareness of chemical and process engineering and provide role models and career advice for pupils. They deliver a variety of interactive workshops, based around current research projects being undertaken within the Department.

Contact:  
Chemical Engineering  
contact-chemeng@strath.ac.uk

### **Science and Technology Forum [HASS]**

Annually from February to April, every Wednesday, Strathclyde staff train primary teachers in science activities and then invite primary schools from deprived areas in Glasgow to experience a range of science activities and to show directly what universities offer.

Contact:  
Paul Chambers  
paul.chambers@strath.ac.uk

### **Science Explorers [Science]**

Drs Mark Barbour and Rachel Wood have received a Biochemical Society Outreach Grant to embark on a STEM initiative entitled Science Explorers to stimulate activity in rural primary schools.

Contact:  
Dr Mark Barbour  
mark.barbour@strath.ac.uk

### **Science Sketch-a-nory [Science]**

Science Sketch-a-nory is an Institute of Physics funded project to bring together researchers and artists in collaboration. The researchers and artists are matched via a 'speed dating' event, and then collaborate to create artworks inspired by the research. Are your students seeking inspiration for their art projects? We would be happy to introduce them to our wonderful researchers for a novel source of inspiration for new works.

Contact:  
Dr Kirsty Ross  
Kirsty.Ross@strath.ac.uk

### **Science Week Activities [Science]**

Each year during the school Science Week in March our teaching staff carry out Science Week activities at primary schools in Larkhall, working with pupils from as young as P3. This covers an introduction to forensic science careers, and activities on crime scenes, fingerprints and footwear marks. This is usually delivered to P6 classes.

Contact:  
Felicity Carlyle-Davies  
felicity.carlyle-davies@strath.ac.uk

### **SCOPE (Strathclyde Student Community for Optics, Physics, & Engineering) [Science]**

Founded in 2008, we are a group of postgraduate students who engage in various public engagement and educational activities. Each year we run events at science festivals, in schools, and take part in university-organised events. We try to vary our material, often exploring ideas from quantum mechanics, optics, wave mechanics and plasma physics. The goal of all our events is to try to encourage curiosity and to allow our audiences to ask questions one-on-one with students who are experts in their field.

Contact:  
SCOPE  
scope@strath.ac.uk

### **Scottish Attainment Fund: Disciplinary Literacy [HASS]**

We are engaged in a five year programme to develop literacy in St Andrew's Secondary School in Glasgow. Professor Sue Ellis and colleagues work with teachers and pupils to enhance reading skills in pupils and to help the teachers support the literacy in their subject area. This is not a generic approach but tailored to each subject area. The aim is to be fully inclusive so that all pupils, regardless of background, are able to fully engage with all aspects of literacy and as a consequence have more fulfilled lives but also support the Scottish Attainment Challenge as this will enhance attainment in all subjects in the school.

Contact:  
Sue Ellis  
sue.ellis@strath.ac.uk



### **Scottish Mathematics Council's Challenge [HASS]**

The Scottish Mathematics Council's Mathematical Challenge is a problem-solving competition for individual pupils in Scottish secondary schools and upper primary schools (mainly P7). The University of Strathclyde oversees the organisation of the challenge for primary schools in the west of Scotland. The aim is to promote mathematics as a source of interest and pleasurable achievement. Participating pupils develop their problem solving skills as well as an enhanced confidence in their ability in mathematics.

Contact:

John Winter  
john.winter@strath.ac.uk

### **Scottish Space School @ Strathclyde [Engineering]**

This is one of the Faculty of Engineering's most successful outreach programmes. Every summer, 100 S5 Scottish school pupils attend a week-long residential summer school. The programme for the week is made up of a mix of lectures, labs and workshops on a space theme and it is delivered by academics and researchers from the Faculty, as well as visiting NASA representatives. An evening with NASA public lecture, an Outreach Day at the Glasgow Science Centre and visits to schools delivered by the NASA representatives are also organised. Following the week, 10 of the students are chosen for a once in a lifetime visit to NASA's Johnson Space Center in Houston, Texas.

Contact:

Scottish Space School  
scottishspaceschool@strath.ac.uk

### **Screening Irish History [HASS]**

A history film series, taking place throughout the year, in which screening is followed by discussion. The series is aimed at the Irish immigrant community and potential students.

Contact:

Dr Niall Whelehan  
niall.whelehan@strath.ac.uk

### **Semiconductors and LEDs: Higher Physics Teachers Day [Science]**

This is an interactive day of teaching to support secondary school teachers who are responsible for the delivery of the Higher Physics qualification. Attendees hear presentations from a number of colleagues, take part in a Q&A session and also undertake a practical activity.

Contact:

Robert Martin  
r.w.martin@strath.ac.uk

### **Social Mobility Foundation Placements in Science Communication and Public Engagement [Science]**

Bionano @ Strathclyde and OPTIMA host young people from the Social Mobility Foundation for work experience during the Easter and October breaks each year. Students gain insight into STEM careers by talking to current undergraduate and postgraduate researchers, touring the Strathclyde campus and preparing outreach resources for science festivals. As a finale, students are invited to Edinburgh International Science Festival (Easter) and Midlothian Science Festival (October) to take on the role of a public engagement professional, presenting the activities to the public and talking about research. It is a busy but fulfilling culmination of the placement. Previous students are now either working in the STEM sector or have been accepted to universities across Scotland.

Contact:

Dr Kirsty Ross  
Kirsty.Ross@strath.ac.uk

### **Social Mobility Foundation Subject Tasters and Application Workshops [Professional Services]**

The Social Mobility Foundation (SMF) is a charity which aims to make a practical improvement in social mobility for young people from low-income backgrounds. Recognising the importance of their work, Strathclyde works in partnership with them wherever possible. Annually the SMF bring groups of their talented young people onto our campus to take part in subject-specific workshops and also participate in a session designed around how to write an effective UCAS Personal Statement.

The subject workshops are tailored to suit the interests of each visiting group.

Contact:

Widening Access  
wideningaccess@strath.ac.uk

### **Soils in Schools [Science]**

Dr Christine Davidson and Professor Debbie Willison received £10k in 2017 to run a national environmental project in secondary schools across Scotland. They recently secured further funding for another national project to analyse water in schools and to raise the profile of the global challenges of clean water. This fits well with the University's work on the UN Sustainable Development Goals.

Contact:

Debbie Willison  
d.willison@strath.ac.uk

### **Space for Art [Engineering]**

Strathclyde Space Institute, in partnership with Glasgow School of Art and Glasgow Science Centre, curated an exhibition of artistic prints, digital artworks, animations, photographs, and educational app games aimed at helping explain some of the research being undertaken in the space sector to a broad public audience. This exhibition was installed at Glasgow Science Centre and featured as part of the Glasgow Science Festival and then toured science centres throughout the UK before going to the Starmus Festival in the Canary Islands and the Stardust Final conference at the European Space Agency ESTEC headquarters in the Netherlands. Since then the images, animations and apps have been used to engage with schools around Scotland.

Contact:

Peter McGinty  
peter.mcginity@strath.ac.uk

### **Squishy Cancer Project [Science]**

Squishy Cancer is a public engagement with research project based on the PhD project of OPTIMA researcher Dawn Gillies. This project involves needle felting normal cells or cancer cells, which become softer when they are starting to metastasise. You can also test to see how easy it is to pick out 'cancer' cells from normal cells in a model of the blood supply by touch alone.

Contact:

Dawn Gillies  
D.Gillies@ed.ac.uk

### **'STEM on a shoestring' and 'STEM in the Early Years' Practitioner CPD [Science]**

These activities are relatively simple to run and require low cost, household ingredients. The team is happy to provide practitioner CPD in nursery or on campus to enable the activities to be built into teacher practice, thereby ensuring long term sustainability. We can also signpost online sources of additional activities for other STEM subjects as well as for science fair projects over days, weeks or months.

Contact:

Dr Kirsty Ross  
Kirsty.Ross@strath.ac.uk

### **St Paul's High School Pupil Development Support [Professional Services]**

The University has a partnership with St. Paul's High School, and attends regular meetings with the school to discuss ways in which the University can assist in providing educational opportunities for the pupils. Opportunities provided by the University have included: work experience for S4/S5 pupils at the Sports Centre and Chemistry Department; mock interview experience; talks from the Engineering Academy; participation in the Children's University; attendance on the judging panel for school events; pupil mentoring by Strathclyde undergraduates; and attendance at school career events. The University has developed an excellent relationship with St. Paul's High School and strives to fulfil any requests made by the school for activities and opportunities for the pupils which will develop the skills and knowledge required for future study and employment.

Contact:

Widening Access  
wideningaccess@strath.ac.uk

### **Strath Science Scouts [Science]**

A voluntary programme involving undergraduate and postgraduate students participating in outreach activities at schools to promote the study of science. Launched in October 2016, over 200 students are currently signed up. Activities include: help with Advanced Higher projects; participating in science clubs; group discussions; interactive workshops and displays; and Science Mystery events. In 2017, the Scouts interacted with around 2500 pupils.

Contact:

Louise Kelly  
louise.kelly@strath.ac.uk

### **Strathclyde Summer Experience [Professional Services]**

The Strathclyde Summer Experience is a two-day on-campus event for S3 pupils who are part of the MCR Pathways programme for young people who are in or on the edges of the care system. Guided by Strathclyde student mentors, groups of pupils take part in a series of engaging activities that give them a taste of the four different academic faculties at the University, allowing them to discover more about the future Higher Education options that are open to them. The programme usually takes place in June with a half-day taster session held in May.

Contact:

Widening Access

wideningaccess@strath.ac.uk

### **Summer and Christmas Fun labs for schools [Science]**

In June and December each year we welcome S4, S5 and S6 Chemistry students to our Department of Pure and Applied Chemistry where they spend a morning in our laboratories exploring fun chemical reactions. These sessions introduce the senior pupils to what practical science is like in a university environment and give hands-on experience of working in a laboratory setting.

Contact:

Alan Kennedy

a.r.kennedy@strath.ac.uk

### **Teacher CPD in Bionano and Optima activities [Science]**

All Bionano and Optima activities are relatively simple to run and require low cost, household ingredients. The team are happy to provide teacher CPD in school or on campus to enable the activities to be built into teacher practice, thereby ensuring long term sustainability.

Contact:

Dr Kirsty Ross

Kirsty.Ross@strath.ac.uk

### **The Brilliant Club [Professional Services]**

The University has partnered with the award-winning access charity, the Brilliant Club, since 2016 to deliver their Scholars Programme in schools in the West of Scotland for pupils aged 10 to 18. The project recruits, trains and places PhD students and researchers in schools to deliver programmes of university-style tutorials, which are supplemented by two university trips and the completion of an assessed written assignment. The programme is designed to emulate the learning that students experience at highly-selective universities.

Contact:

Widening Access

wideningaccess@strath.ac.uk

### **Top of the Bench [Science]**

This Royal Society of Chemistry (RSC)-sponsored quiz is offered to teams of pupils (S2-S4) studying Chemistry at Secondary Schools within Glasgow and the surrounding area. The regional heat is held biennially at Strathclyde (normally in November) with the winning team having the opportunity to represent the RSC Glasgow and West of Scotland Local Section at the National Finals of the competition.

Contact:

Charlie O'Hara

charlie.ohara@strath.ac.uk

### **Tour of Physics research and teaching labs [Science]**

We are able to offer tours of our Physics research and teaching labs to interested partners, to showcase the facilities on offer at Strathclyde and spur an interest in studying Physics at university level.

Contact:

Paul Griffin

paul.griffin@strath.ac.uk

### **Undergraduate Open Days [Professional Services]**

The UK Recruitment team organise two Undergraduate Open Days which take place in September and October each year. The Open Days offer potential students the opportunity to come and explore the Campus and find out more about studying at the University of Strathclyde. During Open Days potential students and their advisers can tour the campus, speak to staff and current students, and attend presentations/departmental tours to discover more about all aspects of study at Strathclyde. Throughout the year we organise a series of fortnightly Visit Strathclyde events, offering prospective applicants and their guests the opportunity to learn more about study at Strathclyde, including a Campus tour with a Student Ambassador.

Contact:

UK Student Recruitment Team  
ugenquiries@strath.ac.uk

### **USS Alba: Forensics on the Moon at Prestwick Airport STEM week [Science]**

The University of Strathclyde is home to the world's longest running Masters course in Forensic Science (50 years and counting!). Hosted at Prestwick Airport in the last week in August each year, USS Alba is a 45-minute workshop for secondary school pupils that introduces them to blood typing, fingerprinting and mysterious powders. We also touch on the science behind human chimeras, as the students solve the mystery of the missing emergency oxygen cylinders! This can also be offered in school, for other age groups (more time may be required) and as a teacher CPD course.

Contact:

Dr Kirsty Ross  
Kirsty.Ross@strath.ac.uk

### **Visit to the University of Strathclyde Archives and Special Collections [Professional Services]**

Students enrolled on the 8-week 'Family History Research: Beyond the Basics' course, which is offered twice a year by the Centre for Lifelong Learning, make a group visit to the University Archives with their tutor. For some students, this will be the first time they have been inside an archive. They receive an introductory talk about the Archives and its holdings (what we have; how we look after our materials; how we make them accessible to students, staff and members of the public; and which of our collections are most likely to be useful for family history), and any questions arising from this are answered by Archives staff. The students then complete a set of quiz questions prepared by Archives staff. To find the answers to the questions, they need to explore various different types of archive records that are laid out for them (early 20th century student registers, Post Office directories, photographs, ships' logs, a 19th century marriage contract, etc.). This is intended to give them some hands-on experience of using original archive records and help them feel able to go into any archive and consult such materials on their own. As well as being enjoyable for participants, the quiz gives them practice in document handling and in reading old handwriting, and helps them to become more confident about using archive records for their research.

Contact:

University of Strathclyde Archives  
archives@strath.ac.uk

### **Young WEIR-WISE: Discovering Engineering with S2 Girls [Engineering]**

This is a Faculty of Engineering female only outreach programme for girls in S2 at High School. It runs in partnership with The Weir Group PLC (who fully sponsor the programme). Girls take part in various Engineering activities offered by the Civil & Environmental Engineering, Biomedical Engineering, Mechanical & Aerospace Engineering, and Chemical and Process Engineering Departments in the Engineering Faculty over 2 days at the end of January. Current PGR students from the Faculty volunteer to act as mentors. There are 50 places available. This is a new programme which ran for the first time in January 2018.

Contact:

Young WEIR-WISE  
eng-weir-wise@strath.ac.uk



# Stage two: applying to university

## **Advanced Higher Chemistry help for schools: Chemistry Clinic [Science]**

To support the SQA Advanced Higher Investigations the Department of Pure & Applied Chemistry can offer additional help to teachers and pupils by analysing the chemical samples. Pupils are invited in to the University laboratories and helped to run their own analysis, using the generated data for their school report.

Contact:  
Dr Sharon Ingram  
sharon.ingram@strath.ac.uk

## **Advanced Higher Physics Investigation Support [Science]**

To support the investigation component of the Advanced Higher Physics qualification the Physics Department at Strathclyde provides access to its 1st year laboratory to pupils to allow them to utilise resources necessary to support the Advanced Higher Investigation.

Contact:  
Physics  
study@phys.strath.ac.uk

## **An Introduction to Teaching [HASS]**

Lesley Waddell and Jonathan Firth, School of Education, work with senior-phase secondary pupils from Glasgow, East Dunbartonshire and East Renfrewshire on a vocational course 'An Introduction to Teaching'. Pupils apply through their school and then attend the University for five hours per week in Semester one. The programme is designed to give students an overview of life at University as well as exploring aspects around learning and teaching. The young people experience lectures, seminars, workshops and gain some school based teaching experience. They are encouraged to think about the attributes and dispositions of teaching as well as explore the components of effective learning. The programme supports students through the application to University and provides them with opportunities to work with pupils in schools.

Contact:  
Lesley Waddell,  
Lesley.waddell@strath.ac.uk

## **Applicant Visit Days [Professional Services]**

The UK Recruitment team co-ordinate a series of Applicant Visit Days in March/April for undergraduate offer holders and their guests, which include a welcome from the University, plus information about student support and accommodation, student life on campus and in Glasgow, plus information on Careers and next steps in the admissions process. Visitors can also join Campus tours and tours of the student accommodation plus visit a drop in stand area for visitors to speak 1:1 with staff from a range of support services at the University.

Contact:  
UK Student Recruitment Team  
ugenquiries@strath.ac.uk

## **Breaking Barriers [SBS]**

The Breaking Barriers programme is a partnership between ENABLE Scotland, the University of Strathclyde Business School and external partners Scottish Power and the Marriott. It aims to address the very low number of people with learning disabilities who attend university and enter the work-force.

Through Breaking Barriers, 18-24-year olds who have learning disabilities have the opportunity to become real Strathclyde students, studying for eight weeks at the Strathclyde Business School for a Certificate in Applied Business Skills, before having a chance to apply their learning with our industry partners. During their academic programme, the learners are mentored by 3rd year MDP students who act as a source of friendship, guidance and academic support. MDP students also design and deliver a Freshers' Week of activities for learners and support them through an extended period of induction to the University which takes place from October to December. The academic component of the programme runs from January to March.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk



### **CIS UG Offer Holder Information Sessions [Science]**

Our Department of Computer and Information Sciences (CIS) hosts information sessions where targeted groups of CIS offer holders receive a talk about our available courses, have a one-to-one chat with a member of academic/teaching staff, tour the Department to see our facilities, and meet some current students to see demonstrations of some of their work and chat with them. We also offer a Q&A session for parents, specifically designed to allow them to ask any questions they may have.

Contact:

Computer and Information Sciences Admissions  
admissions@cis.strath.ac.uk

### **CPD for Chemistry Teachers [Science]**

This is an annual programme of practical and theoretical teaching development for teachers, usually held in June each year. The programme varies depending on requests from teachers who attend the West of Scotland Chemistry Teachers' Meeting in January each year.

Contact:

Chemistry Teachers CPD Team  
chemistry-teacherscpd@strath.ac.uk

### **Engineering Academy [Engineering]**

The University of Strathclyde's Engineering Academy represents a significant collaboration between the University, partner colleges and industry which provides a proven access route into BEng and MEng programmes in an engineering discipline. The Academy enables significant numbers of high-quality and highly motivated students to achieve a degree in Engineering that is enhanced by the practical skills of structured work-based learning and experience in industry. This successful programme provides students with a route into university and employment. The degree programmes offered within the Academy are boosted by hands-on practical experience and opportunities to apply for industry-funded scholarships and paid summer placements, ensuring that graduates entering the workforce will have the enhanced professional and vocational skills that industry is seeking.

The first year of the Engineering Academy is taken as an enhanced HNC programme within one of the seven partner colleges and those students who achieve the required performance are guaranteed transfer to year two of an undergraduate degree within one of the following Faculty of Engineering Departments: Chemical & Process Engineering; Civil & Environmental Engineering; Design, Manufacture &

Engineering Management; Electronic & Electrical Engineering; Mechanical & Aerospace Engineering; Naval Architecture, Ocean and Marine Engineering; and Biomedical Engineering (year one).

The Engineering Academy's close links with engineering and manufacturing companies provide excellent prospects for students to gain work experience and scholarships, which aid their professional engineering skills development. The first intake was in 2013 and we now have graduates with BEng and MEng degrees (whilst others have started an MSc or a PhD) who are in employment with world-class employers. Some have returned as employees to offer paid summer placements to the next intake of Engineering Academy students, creating a sustainable model.

Please see the website for more information:

[www.strath.ac.uk/engineering/studywithus/engineeringacademy/](http://www.strath.ac.uk/engineering/studywithus/engineeringacademy/)

Contact:

Stewart McKinlay  
engineering-academy@strath.ac.uk

### **How to Use an Open Day [Professional Services]**

The University hosts two Open Days each year, at which everyone who is interested in possibly studying at the University is welcome to come along and speak to subject experts about the courses we offer, as well as staff from each of our support services. Candidates from our target schools, from Further Education colleges, and those who reside in disadvantaged areas of Scotland are invited to attend our Open Days half an hour early for a preparatory talk. This presentation describes the organisation of the day's events and also gives pointers on what sort of questions to ask and who to ask them to. It is a friendly and informal environment designed to ease attendees into the day and help them to make the most of the Open Day. Invitations are e-mailed to eligible candidates once they have registered for the Open Day.

Contact:

Widening Access  
wideningaccess@strath.ac.uk

### **Insight into University [Professional Services]**

Our annual Insight into University takes place in November and is a well-established event in the FE and SWAP sector. The event is aimed at potential mature students who are thinking of applying to Strathclyde, to come onto campus and find out more about the University and the support services we offer as well as the opportunity to sit in first year lectures over a week. Attendees have the opportunity to attend a Faculty presentation for their course of interest and also hear from a range of our support services and our current mature students.

Contact:  
Debbie Duncan  
d.duncan@strath.ac.uk

### **MCR Pathways Tutoring [SBS]**

MCR Pathways is a school-based mentoring programme that supports those in or on the edges of the care system to realise their full potential through education. The programme has grown rapidly in recent years and now works with all 30 Glasgow City Council schools and is expanding to work in other local authorities across Scotland.

Despite this mentoring support, many care experienced young people still underperform academically, compared with pupils from less deprived backgrounds. There is a pronounced difference in numeracy and literacy levels at the transition from P7 to S1 and this attainment gap widens as pupils progress through high school, having a negative impact on the further study and career opportunities of those from the most disadvantaged circumstances.

The MDP Social Responsibility Pathway aims to address this attainment gap by providing tutoring support for MCR Pathways pupils in a range of subjects, but with the strongest focus on Maths and English, in all years of High School. Tutors and tutees meet once a week during term time in a range of schools with whom MCR Pathways work in Glasgow.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **One Step Forward [SBS]**

One Step Forward is a one day on-campus event for senior pupils from the schools in the west of Scotland with the lowest progression rates to Higher Education. MDP Social Responsibility students design, coordinate and manage the whole event which is aimed at pupils who have expressed an interest in studying Business at university and features a range of interactive and engaging activities designed to raise awareness and aspiration to go on to Higher Education level study in this area. The event usually takes place at the beginning of the school Easter holidays and pupils attend from a range of local authorities across the west of Scotland.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **Physics Advanced Higher Days [Science]**

Annually in December/January, senior school pupils are invited to hear talks from researchers on Physics that are related to the Advanced Higher curriculum. Attendees also take part in laboratory taster sessions, allowing pupils to undertake a selection of Physics experiments in our sophisticated undergraduate teaching labs.

Contact:  
Gordon Robb  
study@phys.strath.ac.uk

### **Physics Department Open Evening [Science]**

Annually in October, the Physics Department hosts an Open Evening to provide detailed information about the undergraduate courses on offer at Strathclyde. Each Open Evening features talks from alumni, a Q&A with a Selector for undergraduate Physics degrees, a tour of research labs, and a Q&A with some of our current undergraduate Physics students.

Contact:  
Physics  
study@phys.strath.ac.uk



### **Polymerase Chain Reaction sessions for Secondary Schools [Science]**

These interactive sessions are designed for pupils who are studying Higher or Advanced Higher Biology and are aligned with the relevant curriculum. Lab sessions take place in the Strathclyde Institute of Pharmacy and Biomedical Sciences (SIPBS). In particular, we welcome pupils from our target partner schools to take part. There are normally upwards of 80 pupils taking part in each session, and we also offer related CPD events for Biology teachers on separate days.

Contact:  
Dr Chris Carter,  
k.c.carter@strath.ac.uk

### **Pre-entry Access Course [Centre for Lifelong Learning]**

This course is designed to address the needs of students who would like to study towards a degree, but who have been away from full-time education for some time and do not have the necessary qualifications to access higher education. There are no formal entry requirements for the course. To be eligible for entry, at least three years must have elapsed since applicants have left school or full-time education. This is because our experience indicates that such a period allows people to develop their abilities in time management and 'juggling' various commitments. In addition, it allows time to decide upon a chosen study route and formulate career aspirations.

The course offers a broad introduction to a range of subjects in the fields of: History; Business Management; Social Policy; Politics; English; French; Psychology; and Law. It is offered in the evening making it ideal for working students who are attracted to academic study (as well as those who are out of work). If the Pre-entry course is completed successfully students may, dependent on the level of performance, be considered for entry to certain degree programmes in the Faculty of Humanities and Social sciences and the Business School.

Contact:  
Centre for Lifelong Learning  
learn-cll@strath.ac.uk

### **Pre-entry Support for Care Experienced Students, via Strathclyde Cares [Professional Services]**

At Strathclyde, we encourage applications to study from care leavers and anyone who has previously been cared for by a local authority.

The Strathclyde Cares programme - a UK first - helps students from care throughout their Higher Education journey. Our own dedicated Named Care Experienced Student Adviser offers one-to-one support during their application and also assists with key issues such as funding and accommodation. We're here to help from pre-application to studying and from graduation to beyond.

Contact:  
Debbie Duncan,  
d.duncan@strath.ac.uk

### **Pre-entry Support for Mature Students [Professional Services]**

Returning to study is a major decision for most adults. At Strathclyde we have our own dedicated Mature Student Adviser providing information and guidance to prospective mature students on entry routes to Strathclyde. This involves co-ordinating the Adult Information Service, providing a range of contact points for mature students and coordinating events targeted at them. Our Adviser offers guidance and information on entry routes and also provides support on transition.

Contact:  
Debbie Duncan  
d.duncan@strath.ac.uk

### **Pure & Applied Chemistry West of Scotland Teachers' Meeting [Science]**

In January each year, the Department of Pure & Applied Chemistry hosts a meeting for secondary school chemistry teachers. The meeting consists of talks from experienced teachers, and hands-on practical experiments for Higher and Advanced Higher projects. There are now over 40 practicals available to teachers, and they are used in many Glasgow and West of Scotland schools.

Contact:  
Chemistry Teachers CPD Team  
chemistry-teacherscpd@strath.ac.uk



### **School visits to the library [Professional Services]**

Senior school pupils, their teachers and/or school librarians can arrange a visit to the Library to make use of our resources and facilities. The pupils are given a tour and go on to research areas of interest, normally with a focus on finding materials for their Advanced Higher projects. We offer advice and printed information on referencing and plagiarism. The visits normally last a few hours and the school pupils report increased confidence in undertaking independent research in an academic library setting.

Contact:

Lorna Gilkison

lib.ref@strath.ac.uk

### **SHEP Partners Pre-application Enquiries [Professional Services]**

At Strathclyde we are committed to supporting the SFC-funded SHEP (Schools for Higher Education Programme). As part of this, we accept pre-application enquiries from pupils who are currently studying at a SHEP school. A pre-application enquiry is when you tell us what qualifications you have and what course you are interested in, and then we can tell you if you are on track to potentially be made an offer; and if so, what kind of offer you can expect. For LEAPS, this is handled via their “pre-application interview” process, so just let your interviewer know that you would like them to raise a pre-application enquiry to Strathclyde on your behalf. For FOCUS West, ASPIRE North, and Lift-Off, just email [wideningaccess@strath.ac.uk](mailto:wideningaccess@strath.ac.uk) letting us know which qualifications you currently have and which subjects and levels you are sitting this year and we will arrange for one of our advisers to get back to you. The pre-application enquiries do not guarantee that an offer will be made, as each year we can only give out offers within the context of overall competition; but they will let you know if you are missing an essential subject, or the sort of grades we would be asking you for if we are able to make you an offer.

Contact:

Widening Access

[wideningaccess@strath.ac.uk](mailto:wideningaccess@strath.ac.uk)

## SPOTLIGHT

### **STEM Summer School [Science]**

The STEM summer school is for anyone who has accepted an offer of a place at Strathclyde, but particularly for those intending to study in the Faculty of Engineering or Science. Running annually in June it offers a chance to take university subjects at first year level, giving participants a great start for their first term. There are 10-credit classes available in each of Chemistry, Maths and Physics. These classes are complemented by a 10-credit “Introduction to Learning in Higher Education” class, which prepares learners for the independent study required at university level. Some offers which we issue for our undergraduate courses contain conditions on successful completion of the Summer School. The Library delivers parts of the programme including hands-on exercises in finding information using academic look-up tools such as SUPrimo and GoogleScholar, as well as teaching participants how to evaluate information and create references using the Harvard Style. Participants are given access to MyPlace, the University’s Virtual Learning Environment, where they can access supporting materials to aid them on the course.

Priority in allocation of places is given to those in FOCUS West schools, care experienced applicants and those resident in under-represented postcodes.

[www.strath.ac.uk/science/summerschool/](http://www.strath.ac.uk/science/summerschool/)

Contact:

[science-enquiries@strath.ac.uk](mailto:science-enquiries@strath.ac.uk)



### **Study Skills Programmes [Professional Services]**

The Strathclyde Widening Access Team run a range of Study Skills projects for school pupils, offering a motivational introduction to a variety of techniques and skills which help prepare them for successful study from the early stages of secondary, through to the multifaceted pressures of the senior years. The study skills programmes take place in-school with a targeted group and consist of a variety of workshops, discussions and interactive activities.

‘Study Skills for Success’, for S3 and S4 pupils, offers an introduction to the different skills which can help us to become better learners. By focusing on revision and organisation techniques, students are motivated to recognise their own potential, and to utilise techniques to combat stress, improve memory performance and optimise study planning.

‘Study Skills for Life’, for S5 and S6 pupils, moves into life beyond school, looking at Interview Techniques, CV Writing and refresher study skills courses. These sessions take into consideration the increasing need to link study to post-school life, and specifically address the intensity of the senior school years.

‘Study Skills for Parents’ events give parents a chance to find out about the kinds of academic pressures their young people are under and offer practical suggestions to give parents the confidence to support them through their studies. They also offer an opportunity to meet other parents and discuss any fears and concerns they might have. These informal events take place on evenings during the week or on Saturday mornings.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **Teachers’ Admissions Seminar [Professional Services]**

Our annual Teachers’ Admissions Seminar is an event aimed at Scottish school, college and Skills Development Scotland (SDS) staff with guidance responsibility.

This one-day seminar focuses on updates on our courses and admissions practices and provides essential information for advising pupils on entry to university.

Contact:  
Debbie Duncan  
d.duncan@strath.ac.uk

### **Tutoring [SBS]**

The tutoring initiative involves MDP Social Responsibility students offering academic support to pupils from more disadvantaged backgrounds who are interested in progressing on to Higher Education but may find it more difficult to achieve good enough results in their Higher exams to meet the entry requirements to get into certain subjects at the University. Tutors and tutees meet once a week in school to offer support in three Higher subject areas: Maths; Business Management; and Accountancy. The programme runs in several schools across Glasgow which have lower rates of progression to Higher Education.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **Young Strathclyde [SBS]**

The Young Strathclyde initiative gives senior school pupils who are interested in studying Business at Strathclyde access to a programme of sustained support that is specific to the University subject in which they are interested and tailored to their individual needs. This includes one-to-one mentoring support from MDP Social Responsibility students. Pupils are given a Strathclyde student card and access to University facilities, including online services, the library and sports centre. It is hoped that this sustained induction process will aid the transition to Strathclyde for pupils from more disadvantaged backgrounds, making them confident, informed and successful Strathclyde students of the future. Pupils come from a range of local authorities in the west of Scotland and the programme runs approximately from October to April.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk



# Stage three: succeeding in university

## **College articulation students' Library Induction [Professional Services]**

Students who are in 1st year at local FE Colleges, and who have the potential to articulate on to degree courses at the University of Strathclyde, are invited to Library induction sessions. The students attend a talk and tour, designed to introduce them to the Library resources and facilities. They are offered guidance on referencing and plagiarism and given a Library membership card so that they can continue to use the resources while completing their HNC/HND courses. The aim of this programme is to introduce the students to the Library services and facilities so that they are more confident when they transition into their University course.

Contact:  
Lorna Gilkison  
lib.ref@strath.ac.uk

## **Discretionary and Childcare Funds [Professional Services]**

These funds are to help students who are struggling financially and to help them with the cost of childcare. The Undergraduate and Postgraduate Discretionary Funds are used to top up the student's loan and Bursary if these aren't enough to cover the student's essential outgoings. We prioritise applications from Care Experienced students, students who are Carers, students with at least one dependent child, and final year students.

The Childcare Fund is to help full-time students with registered childcare costs whilst they are studying at the University.

Contact:  
Student Financial Support Team  
financial-support@strath.ac.uk

## **Extra tutorial support for 2nd year CIS Direct Entrants [Science]**

During semester 1, extra tutorials are put on to support our direct entrants (i.e. those joining undergraduate degree programmes at year 2 instead of year 1). Based upon prior student feedback, these bespoke tutorials are specifically aligned to Advanced Programming, and Computer Systems & Architecture, subject to demand.

Contact:  
Computer and Information Sciences Enquiries  
cis-enquiries@strath.ac.uk

## **Finding Your Way Transition event for Mature Students and Direct Entrants [Professional Services]**

Finding Your Way is a friendly and informal event, held each August, that has been designed to help mature students and direct entrants to later years gather the information they need and consider some of the practicalities of student life prior to commencing their studies. Eligible incoming students, who are already holding an offer of a place to study at Strathclyde, are invited directly to attend via e-mail. The event features presentations from staff from our Study Skills Team, the Library, and the Student Financial Support Team. Elected Student Officers from the University of Strathclyde Students' Association (USSA) also deliver a presentation, and there is a Q&A session with some of our current mature students.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

## SPOTLIGHT

### **HaSS First Year Community Placement [HASS]**

Annually between October and April, first year students in the Faculty of Humanities and Social Sciences undertake a 70 hour placement with children aged 0-14 in a setting of their choice that is not a mainstream primary school classroom. 100k+ hours have been committed to the community since 2013 in prisons, sports clubs, special schools, hospitals, charities and many other organisations. These placements aim to provide students with the opportunity to consider the formal and informal curriculum with which children engage outside the mainstream classroom, and to consider how and when children learn within their own communities and beyond. This placement allows our students to consider health and wellbeing as a holistic theme that is central to all aspects of a child's life. Students are encouraged to reflect upon their experiences and to make a difference on placement with the support of a home tutor who the students see regularly through the on-campus module programme.

Contact:  
Amanda Corrigan  
amanda.j.corrigan@strath.ac.uk







### **Library Induction sessions for students on the Pre-Entry Access Course [Professional Services]**

Two 30 minute library induction sessions for new students on the Pre-Entry Access course take place each September. These induction sessions provide attendees with practical advice about using the Andersonian Library, navigating its collections and accessing electronic materials. A library tour is on offer along with an opportunity for hands-on use of the library's main search tool SUPrimo. These induction sessions are designed to welcome the new students into the library and to help them to start to explore the library's printed and electronic collections. Students also have the opportunity to meet library staff and to find out where further help can be obtained if required.

Contact:  
Research and Learning Support Team  
lib.ref@strath.ac.uk

### **Mentoring Support for Refugees and Asylum Seekers [Professional Services]**

Since 2017, the Widening Access team have matched student asylum seekers with university staff mentors on a one-to-one basis. The aims of the mentor programme are to provide support for student asylum seekers who may lack a strong support network, aid transition to university and enhance their overall student experience. The mentoring programme is expected to raise aspirations, maximise degree outcomes and improve retention.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **Participation Fund [Strath Union]**

The Participation Fund is an engagement fund for students who meet defined categories (student parents, carers, care experienced students, estranged/independent, asylum seekers/refugees, disabled, or those that meet another widening access category) to support with participation in non-educational activities run by, or in conjunction with, Strath Union or the University. Students can find out more by visiting <http://strathunion.com/advice/funding>

Contact:  
USSA Advice Hub  
strathunion.advice@strath.ac.uk

### **Pre-sessional Java workshops for CIS Direct Entrants [Science]**

Annually during induction week we offer pre-sessional Java workshops for 2nd year Computer and Information Sciences direct entrants (i.e. those joining undergraduate degree programmes at year 2 instead of year 1). Most of these students are joining the University from college, having previously undertaken a relevant HN qualification.

Contact:  
Computer and Information Sciences Enquiries  
cis-enquiries@strath.ac.uk

### **Strathclyde Cares [Professional Services]**

The University has a strong commitment to encourage applications from those in care, care leavers and anyone who has previously been looked after by a local authority – this could be in residential care, in foster care, cared for by friends or relatives, or cared for at home. Strathclyde Cares is a range of support and activities for people from looked after backgrounds available during their time at school, throughout the university application process and throughout their programme of study at Strathclyde.

This includes:

- A variety of bespoke programmes for school pupils in care designed to raise aspiration and awareness of university study, as well as funded places on wider programmes such as Accelerate;
- Partnership with the MCR Pathways Foundation to improve the educational outcomes of children in care throughout Glasgow;
- A single named Care Adviser for any issues relating to care at university (Debbie Duncan, d.duncan@strath.ac.uk 0141 548 4248);
- Year-round accommodation if required for those studying on a full-time course;
- A partnership with the Unite Foundation whom you can apply to for 3 years free accommodation in Unite student accommodation;
- Strathclyde Cares scholarship opportunities and priority for the University's discretionary fund for additional financial support;
- A guaranteed interview to become a paid Student Ambassador for the duration of their degree;
- Friendly one-to-one mentoring from a member of staff to provide support for new students throughout their time at Strathclyde;
- Financial support with graduation costs.

In recognition of the University's commitment, Strathclyde was among the first group of universities in Scotland to gain the Buttle UK Quality Mark (BQM) in 2007. The BQM is awarded to institutions demonstrating a robust institution-wide approach to supporting students entering university from a looked after background. In August 2013, our BQM was renewed for a further three years at "exemplary" level. In 2014, Buttle UK recognised that the Quality Mark had achieved its goal of raising awareness amongst colleges and universities of the needs of looked after and care experienced people and made the decision to discontinue the scheme.

The University won a Guardian award in 2018 in the 'Retention, Support and Student Outcomes' category, for the Strathclyde Cares programme, for our work in enabling care experienced students to access the University and to succeed in their studies.

Please see the website for more information:  
[www.strath.ac.uk/studywithus/undergraduate/strathclydecares](http://www.strath.ac.uk/studywithus/undergraduate/strathclydecares)

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **Student Carers Support and Social Activities [Professional Services]**

Many students look after a family member or a friend in an unpaid capacity, who, due to illness, disability, a mental health problem, or addiction, could not cope without their support. At Strathclyde, we understand how difficult it can be to balance studying with caring responsibilities, and are dedicated to identifying and supporting student carers and to helping them succeed. We offer a range of support, including the following:

- Specific guidance on subjects to study before applying to the University.
- Individual, personalised tours of our campus.
- Priority places on summer programmes, such as our Accelerate courses.
- Advice on financial support, including help with filling out funding applications.
- Priority for the University's discretionary fund, for additional financial support.
- A student carer contact (louise.martin.100@strath.ac.uk) for any questions or worries students might have before and during their studies.
- A student carers committee comprising of University support staff and student carer representatives who meet quarterly to discuss support initiatives for student carers.

- A student carers policy which can be found on our website: <https://www.strath.ac.uk/professionalservices/sees/wideningaccess/gettingin/informationforstudentcarers/>
- Regular student carer catch-up events in the University, where students can meet other student carers over coffee in an informal environment.

The University was also awarded the 'Going Higher for Student Carers' award from the Carers Trust in December 2018. More information on the award can be found at the following: <https://carers.org/going-higher-scotland>.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **SWAP University Preparation Days [Professional Services]**

The Scottish Wider Access Programme (SWAP) supports access to Higher Education for adult learners. Strathclyde has a vibrant mature students community and recognises the importance of supporting this group. In partnership with SWAP, we run transition days for SWAP students who are holding offers to study at Strathclyde the following academic year. Every year we tailor these sessions to the specific needs and concerns of the current cohort of SWAP students, covering topics such as note taking, academic referencing, and avoiding plagiarism.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **VIP STEM Education and Public Engagement [HASS]**

Every year in semester 1 on Wednesday mornings, our undergraduate and postgraduate students facilitate STEM education in schools which are located within areas of multiple deprivation, and also deliver public engagement events in their local communities. This project aims to help bridge the attainment gap and increase interest in STEM education.

Contact:  
Robert Collins  
r.collins@strath.ac.uk



# Stage four: graduating from university

## **Chemistry Education Network North [HASS]**

Annually in May, our Chemistry Education Department hosts a range of speakers on various aspects of chemistry education research.

Contact:

Jane Essex

jane.essex@strath.ac.uk

## **Clubs and Societies [Strath Union]**

The Union has over 170 Clubs & Societies for students to get involved in, all of them offering the opportunity to meet people passionate about the same things. There is everything from academic and course-related societies to music, faith-based groups, political groups, hobbies, and liberation groups so there is something for everyone. Find out more about what is available and how to get involved at [www.strathunion.com/clubs-socs](http://www.strathunion.com/clubs-socs)

Contact:

USSA Clubs and Societies

strathunion.clubs@strath.ac.uk

## **Explorathon [Professional Services]**

School visits by researchers from all disciplines, table top activities at the Riverside, Kelvingrove, The Forge and the Universities of Strathclyde and Glasgow. The aim of this is to change the public perception of what research is and who does it as well as where it takes place. It encourages children to consider a career as a researcher.

Contact:

Rachel Clark

Rachel.clark@strath.ac.uk

## **Go Global [Strath Union]**

Go Global is a student ambassador programme for those from backgrounds who are least likely to go on international exchange, including those from widening access backgrounds. An 'all costs covered' trip is run every year to one of Strathclyde's Erasmus partner institutions where participants engage in a wide variety of activities, reporting back to Strathclyde at the end of the trip to encourage students from all backgrounds to participate in exchange opportunities. Previous delegations have visited Barcelona, Lyon, Prague, Florence, and Maastricht.

Contact:

USSA Volunteers

strathunion.volunteers@strath.ac.uk

## **MChem Industrial Placement [Science]**

Every year our undergraduate students are placed with employers for an academic year (minimum 6 months) during which they are expected to contribute to the activities of the employer as a fully engaged employee i.e. receiving the same work opportunities and contributing positively to the work of the company. Students are required to complete academic assessments and are also assessed by their employer. Students are matched with employers based on their skills and aspirations and undertake interviews as part of the placement selection process. Students receive 80 credits towards their degree as part of this placement, being assessed across 3 elements: a literature review; a final report; and a skills matrix. Students also complete a 40 credit distance learning assignment during their placement year.

Contact:

Ian Graham

ian.graham@strath.ac.uk





# SPOTLIGHT

## MDP<sub>3</sub> Social Responsibility Pathways [SBS]

The Management Development Programme (MDP) is a core element of the undergraduate degree programme in the Strathclyde Business School (SBS). In consultation with employers, the programme focuses on those skills which are recognised as important for students' personal and professional development in preparation for their future careers.

The third year provides a strong experiential component offering students the opportunity to tailor the content to their own career needs and aspirations. Students choose between a number of different pathways, each of which requires them to be actively engaged in setting up/defining their own learning experience and all of which include a social element. Possibilities include: practical experience working with a local private or third sector organisation; research and consultancy for a local SME; or work on a cross faculty, Vertically Integrated Project (<http://www.strath.ac.uk/viprojects>). VIPs are a university initiative in which students work on a project in a team which crosses faculties and years of study. One example involves working on the development of sustainable energy solutions and business models in Gambia. The revised MDP<sub>3</sub> has proven successful in instilling confidence and knowledge, developing critical skills, and promoting awareness of globalization and ethical issues in personal and business decision-making, as well as engendering a social responsibility and engagement perspective for our graduates. Examples include: school pupil mentoring; charity support (foodbanks); and Enterprise Solution to regenerate the east-end of Glasgow.

One of these is the Social Responsibility Pathway, which is managed by the University's Widening Access Team. This is designed to give students experience of working with external organisations in real life contexts while engaging in work with a positive social dimension. Students will work with charities, organisations or initiatives that are designed to counter various forms of disadvantage. This allows them to gain valuable real-world experience while giving something back to the local community.

SBS students work with a wide range of charities on the Social Responsibility Pathway, including:

- MCR Pathways
- The Glasgow South-East Foodbank
- Glasgow Children's Hospital Charity
- Refuweegee
- Hope for Justice
- St Andrew's Hospice
- CrossReach
- Children's Hospices Across Scotland (CHAS)

Roles that students undertake with these organisations include:

- Designing and managing fundraising events
- Research and data analysis
- Producing marketing materials and online resources
- Running Social media campaigns
- Designing and producing educational programmes and materials

Social Responsibility students also run the Strathclyde Christmas Toy Appeal, a University-wide initiative that provides Christmas presents to nurseries and primary schools in disadvantaged areas and to charities who work with children. Approximately 1,500 presents were donated by Strathclyde staff and students and distributed to some of the most disadvantaged children in Glasgow during the 2018 appeal.

Some of the range of MDP projects are included in relevant sections of this booklet.

Contact:  
Widening Access  
[wideningaccess@strath.ac.uk](mailto:wideningaccess@strath.ac.uk)

### **Partnership with Common Purpose: Global Leadership Experiences [Professional Services]**

International experiences are transformative but not everyone has the opportunity to undertake a semester or a year abroad. Sometimes family and/or caring commitments can prevent students from taking so much time away from home. That is why at Strathclyde we offer shorter term experiences, to allow more of our students to get a taste of internationalisation. In partnership with Common Purpose we have operated two Global Leadership Experiences for students who otherwise may not have had the opportunity to experience internationalisation: one here in Glasgow, where our students mixed with other students from across the globe; and one in Madrid, where our Strathclyders worked with students from the University at Albany, New York. In these four day events the students worked with business leaders from around the world and identified social problems before coming up with an action plan to address these issues. For example, our students who went to Madrid came up with some ideas to address homelessness and sex education in Spain.

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **Radboud Summer School [Professional Services]**

Students from the faculty of Humanities and Social Sciences and the Faculty of Science are offered fully-funded places on the Radboud Summer School – one week programmes of study at a partner university in the Netherlands. Through a competitive application process, places are allocated to those who would most benefit from an international experience but whose circumstances may prevent them from otherwise gaining it. Priority is given to those with care experience, carers and those from target postcodes.

Contact:  
Kate Kenyon  
kate.kenyon@strath.ac.uk

### **StrathActive [Strath Union]**

StrathActive is a new recreational sport, physical activity and wellbeing programme run by the Sports Union in partnership with Strathclyde Sport and Strath Union. It is the ideal programme for complete beginners all the way up to experienced athletes or anyone who would just like to meet some new people, and is delivered and supported by a friendly, welcoming team. For more information, visit [www.strathunion.com/sports-union/strathactive](http://www.strathunion.com/sports-union/strathactive)

Contact:  
USSA Sports  
strathunion.sports@strath.ac.uk





# Financial Support

## **STAR Scholarships**

The Strathclyde Talent Award Recipient (STAR) Scholarship programme offers scholarships to new undergraduate students entering Strathclyde. These awards are targeted at applicants from SIMD20 (Scottish Index of Multiple Deprivation) post codes and those applicants from low progression schools. Awards are also prioritised for care experienced applicants not eligible to receive the SAAS Care Experienced Bursary award.

Contact:  
Debbie Duncan  
d.duncan@strath.ac.uk

## **Unite Foundation Scholarship**

The University of Strathclyde has partnered with the Unite Foundation, a charitable trust, which focusses on enabling young people under the age of 25 to make the most of educational opportunities. Emphasis is placed on supporting young people with academic ability and ambition for whom access to a secure home is particularly meaningful; students who have previously been in care or are estranged from their parents. Unite offers a scholarship which provides free accommodation for 3 years of undergraduate study. Strathclyde invites all eligible care experienced and estranged applicants and students to apply for this award.

Contact:  
Debbie Duncan  
d.duncan@strath.ac.uk

## **The Robertson Trust Scholarship**

The University of Strathclyde have a fund-matching arrangement with The Robertson Trust for scholarships to offer financial assistance for young people aged 16-25 who have the ability but not necessarily the financial means to reach their potential by obtaining a good degree and a graduate career.

The University of Strathclyde nominates potential students and if successful they are enrolled onto the Robertson Trust Journey to Success bursary and self-development programme and supported by the Trust throughout their time at university and beyond.

Contact:  
Debbie Duncan  
d.duncan@strath.ac.uk

## **STEM Summer School Bursary**

The STEM Summer School Bursary is to assist Widening Access students who are attending the STEM Summer School as part of a condition of their offers to study at the University. The bursary offers financial help with the cost of travel to the summer school, or if a student lives over 25 miles away for support with accommodation to stay near to the University.

Contact:  
Student Financial Support Team  
financial-support@strath.ac.uk

## **Strathclyde Access Bursary**

The Strathclyde Access Bursary is to assist students from low-income households who are coming to study at Strathclyde from England, Wales or Northern Ireland. Students can receive up to £3000 per year of study depending on household income.

Contact:  
Student Financial Support Team  
financial-support@strath.ac.uk

## **Commonwealth Shared Scholarship**

This scholarship scheme is offered by the Commonwealth Scholarship Commission (CSC) in partnership with UK universities and is intended for candidates from least developed and lower middle income commonwealth countries for full-time Masters study on selected courses. These scholarships enable talented and motivated individuals to gain the knowledge and skills required for sustainable development, and are aimed at those who could not otherwise afford to study in the UK. The scheme offers full tuition fees, travel and a monthly stipend along with some other one-off costs.

Contact:  
Cathy Bonner  
commonwealth-shared@strath.ac.uk

## **Asylum Seeker Scholarship**

This is a scholarship to allow asylum seekers to attend the University. The University charges them home tuition fees instead of international. Carnegie Trust pays the tuition fees for the student and the University covers study related costs.

Contact:  
Ian MacLellan  
ian.maclellan@strath.ac.uk

# Widening Access Team Research

Staff from across the University undertake research on issues of access, equality, inclusion and representation, often collaborating with practitioners and external colleagues. A range of recent projects undertaken by the Widening Access Team and student interns are detailed below.

## **Widening Access Transitions to Postgraduate Study, Rowena Piers, Al Blackshaw, Dr Manuela Williams and Nicola Sutherland, October 2019**

Reflecting upon the previous research undertaken in 2015 into the transition experiences of Widening Access students within the School of History, colleagues from the Widening Access Team, Careers Service, and the Faculty of Humanities and Social Sciences came together to secure funding to expand the research into postgraduate transitions. In 2019 a Research Assistant was employed on a part-time basis for 6 months, to specifically investigate any potential barriers – real or perceived – that may prevent WA students from embarking upon postgraduate studies. Once the research has been completed, the outputs will be available on our website: <https://www.strath.ac.uk/professionalservices/sees/wideningaccess/research/>

Contact:  
Widening Access  
[wideningaccess@strath.ac.uk](mailto:wideningaccess@strath.ac.uk)

## **Empowering leadership to support transgender students and staff within higher education: what works to raise awareness and effect change, Dr Stephanie Mckendry and Dr Matson Lawrence, December 2018**

There is increasing evidence that trans people face significant challenges studying and working in higher education. Research undertaken at the University of Strathclyde to explore the experiences and challenges of this diverse group discovered a far greater proportion of students considering or having left their course, and issues around learning and teaching, placements and confidentiality. Whilst staff are keen to support trans students, there is a lack of awareness or training to provide background context, a wider understanding of terminology or the support requirements that might improve their student experience. Similarly, trans staff encountered barriers in relation to applications and other elements of daily working life. Building upon that research, and supported

by AdvanceHE, this project explored what works to effectively raise awareness and promote change and leadership. The team created and evaluated training materials, policy templates, mapping documents and multimedia resources that inform HE leaders and practitioners about the lived experiences, support needs and views of trans students and staff. The project worked with a sample of institutions to pilot and evaluate the materials to determine how to effectively increase awareness of the transgender population, build capacity and motivation to improve support and provide practical resources to enable positive action.

Contact:  
Widening Access  
[wideningaccess@strath.ac.uk](mailto:wideningaccess@strath.ac.uk)

## **TransEdu Scotland Report 2017, Dr Stephanie Mckendry and Dr Matson Lawrence, July 2017**

This SFC funded project explored the experiences of trans and gender diverse applicants, students and staff at Scotland's colleges and universities. Alongside the project report, the team have created a website <https://trans.ac.uk/> with resources and information for the sector.

Contact:  
Widening Access  
[wideningaccess@strath.ac.uk](mailto:wideningaccess@strath.ac.uk)

## **Barriers to Accessing Open Days for Young People in Disadvantaged Areas, Deborah McDonald, September 2016**

University Open Days are a key source of information which help potential students to make decisions about which institution and which course is the best for them. Students who live in some areas, however, are much less likely to attend Open Days than others. To investigate the reasons behind this, in 2016 we used funding secured from the Quality Assurance Agency as part of their "Transitions" Enhancement Theme to employ a Strathclyde student to conduct research into this area. Working with two local schools, our researcher interviewed a number of senior school pupils to identify what was stopping them from attending Open Days. Key issues emerged as a lack of awareness, lack of funding, and lack of confidence. The research outputs are available on our website: <https://www.strath.ac.uk/professionalservices/sees/wideningaccess/research/>

Contact:  
Widening Access,  
[wideningaccess@strath.ac.uk](mailto:wideningaccess@strath.ac.uk)

### **Supporting Care Experienced Students, Kieran Shellon, August 2016**

Recent research from MCR Pathways suggests that just 2% of care experienced people enter HE, and care experienced students who enter HE have a lower retention rate than the general student population. In order to investigate issues faced by care experienced students during their university studies, the Widening Access team recruited a current care experienced student to conduct a research project in August 2016. The aims of the project were to determine: the retention and progression issues which impact care experienced students; what best practice exists in the sector for students who require resits, academic suspension or register with attendance; and what potential barriers care experienced students face in accessing placements, internships and international opportunities. The research highlighted barriers such as accommodation and financial hardship. The research outputs including recommendations are available on our website: <https://www.strath.ac.uk/professionalservices/sees/wideningaccess/research/>

Contact:  
Widening Access  
wideningaccess@strath.ac.uk

### **Caring for Carers, Joan Milroy, June 2016**

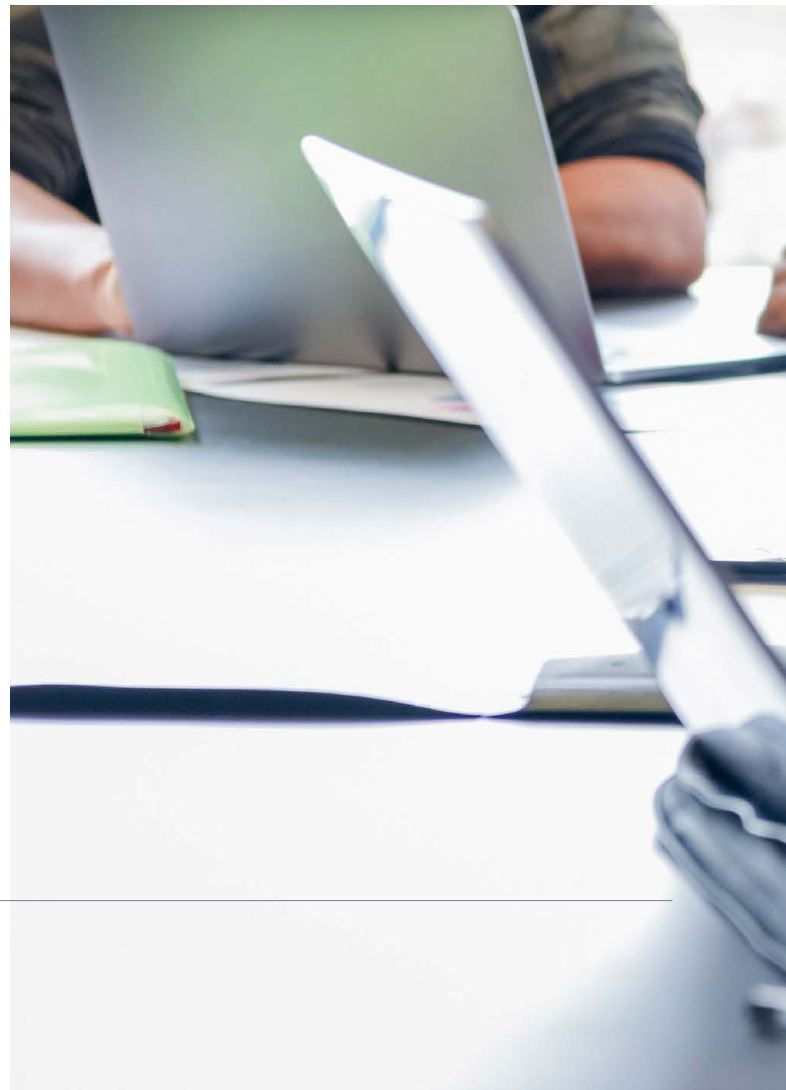
Strathclyde recognises the challenges which Student Carers face. A carer is someone who provides unpaid care to a friend or family member who cannot manage without their help due to illness, disability, a mental health problem, or addiction. Student Carers have more responsibilities than most students, and this can impact upon their studies. In 2016 we secured funding from ALDinHE (Association for Learning Development in Higher Education) which we used to employ a Strathclyde student – a carer herself – to undertake research into how best to support this vulnerable group. The research highlighted the key challenges which Student Carers face and also generated recommendations, which formed the basis for the University of Strathclyde’s Student Carers Policy. The research outputs are available on our website: <https://www.strath.ac.uk/professionalservices/sees/wideningaccess/research/>

Contact:  
Widening Access,  
wideningaccess@strath.ac.uk

### **Widening Access Transition Through and Beyond University, James Ferns and Kieran Gemmell, September 2015**

In 2015, using funding secured from the Quality Assurance Agency’s “Transitions” Enhancement Theme, we employed two undergraduate Strathclyde students to investigate the transition experiences of Widening Access (WA) students within our school of History. Amongst other things, the research found that WA students perceived themselves as less academically capable than their non-WA peers, and that they faced a variety of barriers which prevented them from undertaking study abroad periods. Off the back of this research, we developed short-term funded study abroad opportunities, such as the Radboud Summer School and the Common Purpose Global Leadership Experience, to support our students to be able to undertake international options. The research outputs are available on our website: <https://www.strath.ac.uk/professionalservices/sees/wideningaccess/research/>

Contact:  
Widening Access  
wideningaccess@strath.ac.uk









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