The University’s Widening Access Mission

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.

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.

Among research intensive institutions, Strathclyde has the largest cohort of students from disadvantaged backgrounds, and the third largest in Scotland. One in every 10 young, full-time, Scottish entrants from a disadvantaged background studies at Strathclyde.

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Strathclyde is unique in harnessing the expertise, experience and enthusiasm of our students in our widening access activities. As well as working closely with our Students Association (USSA) and their award winning access schemes such as Strathguides, 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 pupils and allows our students to enhance their skills and employability.

This booklet outlines the key initiatives that the University of Strathclyde is undertaking to promote widening access.
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 strath.ac.uk/sees/wideningaccess/

Our learner journey model

Building on the model developed by Alan Milburn, Chair of the Social Mobility and Child Poverty Commission, in his 2012 report¹, 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.

¹ Milburn, 2012, University Challenge: How Higher Education Can Advance Social Mobility, HMSO
Getting ready

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. A selection of some of these activities are detailed over the coming pages:

**Glasgow Children’s University**

The University of Strathclyde, in partnership with Glasgow City Council, manages Scotland’s first Children’s University (CU). The scheme, which is entirely voluntary, provides pupils aged between 5 and 14 with a range of innovative and exciting learning opportunities which enable them to gain experience of further and higher education.

Children who volunteer for our award-winning Children’s University engage in a range of activities including interactive university workshops and visits to public learning destinations such as museums and galleries. All activities have specified learning outcomes and are completed outwith normal school hours. By participating in the various activities, the children gain stamps in their Passport to Learning and collect credits which are converted into awards at bronze, silver and gold levels.

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. St. Mungo’s Academy was the first school to join the programme, followed by St. Andrews Secondary and, in April 2014, the first graduation ceremony was held at the University of Strathclyde’s Barony Hall. More than 200 parents/carers, teachers and staff members from partner organisations celebrated the achievements of the 72 students collecting their awards.

The Children’s University was rolled out to further schools in 2014-15 and has continued to grow. As of June 2016, more than 1,365 young people have been given their 'passports for learning' and are working towards their graduation. Children’s University participants have logged over 12,000 hours of learning. Please see our website for more details: 
[www.strath.ac.uk/publicengagement/childrensuniversity/](http://www.strath.ac.uk/publicengagement/childrensuniversity/)
Getting ready

Strathguides

The University of Strathclyde Students’ Association provides university engagement activities for pupils in their early secondary years at target schools. This award-winning initiative aims to encourage pupils to recognise that a university education is achievable regardless of social or economic circumstances. Delivered by trained student volunteers, Strathguides works with pupils to introduce them to life on campus and delivers tailored learning activities based on the student volunteers’ subject disciplines. For more information, contact Amanda Brown, amanda.brown@strath.ac.uk

FOCUS West: S3 and S4 programmes

FOCUS West pupils attend two full-day events in S3 – one on a university campus and one on a college campus. Student mentors lead the pupils through a variety of interactive activities designed to increase their 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.

The S4 Focus on Four programme is a two-day experience at the University of Strathclyde. It aims to further develop pupils’ knowledge and awareness of Higher Education possibilities, particularly with regard to subject-specific information, while also providing a focus on study skills in order to support them during their National Qualifications. Pupils are again supported by Strathclyde student mentors and work in mixed groups with pupils from different schools.

Strathclyde Literacy Clinic

The Strathclyde Literacy Clinic is a collaborative learning project aimed at student teachers. It is designed to build their fluency in real-time teaching responses and provide a strong emotional and social dimension to their learning. Students work in teams of four to teach one child who has struggled with learning to read. They don’t work to any externally derived programmes but use a Strathclyde-devised assessment tool to collect data about the child’s cultural and social capital, identity as a reader, writer and learner, and cognitive knowledge and skills. From this, each team creates a ‘learning mix’ that meets the child’s needs. Experiencing the Strathclyde Literacy Clinic can be life-changing, both for our students and for the children. The evidence shows that it shapes our student teachers’ values, their identity, and their understanding and practices as teachers.

The School of Education: Making a Difference in the Community

The children of Townhead live in the immediate vicinity of the University. While the area experiences a range of social and economic challenges, the School of Education is committed to supporting local children to see learning as something that happens beyond the confines of the school. The Townhead Homework Club was established in 2014 for primary school children in the local area. Running every Tuesday and Thursday after school the children attend the Townhead Village Hall to complete their homework and to participate in reading activities with student volunteers from Strathclyde. The homework club is managed and led by Education students who work in collaboration with the children’s school.

Established in 2016, the new Children’s University Library Club has been designed to allow local primary school children to make use of resources in the University Library. Children sign up to attend a block of library sessions that run each Wednesday after school. The children work within the library alongside Strathclyde students to study topics that develop their knowledge as they learn new literacy skills. This project is led by a fourth year Primary Education student who also works in collaboration with the children’s school.
Strath Science Scouts

Strath Science Scouts aims to inspire young people to develop their interest and thus to study science both at school and university. Our Scouts are undergraduate and postgraduate science students. They visit schools to talk to and motivate pupils, sharing their experiences and visions for the future. They also run science events, at the University, to demonstrate the university experience. The programme is supported by staff, and students of all years are involved. By becoming a Scout, our students develop key transferable skills as well as serving the local community.

Language Ambassadors

The Language Ambassadors Programme provides student role models to promote modern languages to young people, and encourage them to choose languages as part of their high school curriculum. It aims to develop an interest in, and hopefully enthusiasm for, the study of languages among pupils in secondary and primary schools across the west of Scotland.

As role models, the ambassadors share their experiences and their successes; they are also honest about the challenges they faced studying a modern language.

The programme enhances classroom-based learning, by providing further opportunities for pupils to experience foreign languages 'for real', and by using them in fun and engaging in real-life activities.

Please see our website for more details: www.strath.ac.uk/humanities/schoolofhumanities/thelanguageambassadorsprogramme/

Massive Open Online Learning Courses

Strathclyde is among top UK and international universities partnering with education provider FutureLearn to provide high-quality, free courses. These short, online courses have included our award-winning Caring for Vulnerable Children and an Introduction to Forensic Science. Designed to fit around the lives of learners, with short activities and clear goals to encourage participants to make progress, our courses can be a first step on the way to university or an introduction to a new academic discipline.

For more information please see our website: www.strath.ac.uk/moocs/ and www.futurelearn.com/partners/university-of-strathclyde
Getting in

The projects and activities in the ‘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. Some of the many activities and policies we deliver at this stage include:

**Contextual data in admissions**

At the University of Strathclyde, we believe our applicants should be judged on their potential to succeed. We wish to encourage applications from under-represented groups and recognise that, for some people, their education and circumstances have been disrupted or disadvantaged. We therefore consider the context of a person’s educational experience and achievements and their wider socio-economic situation.

Our Contextual Data in Admissions policy came into effect in September 2013. This means we now use contextual data (such as whether an applicant has been in care or under a home supervision order for longer than three months; or attends a school where few people progress to university; or resides in an under-represented postcode) in the decision-making process, allowing us to give certain applicants lower offers.

Further details of our contextual admissions and eligibility criteria can be found on our webpages: [www.strath.ac.uk/studywithus/wideningaccess/](http://www.strath.ac.uk/studywithus/wideningaccess/)

**FOCUS West Top-Up**

FOCUS West is funded by the Scottish Funding Council and is part of the national Schools for Higher Education Programme. It works in 37 schools in the West of Scotland and is delivered by staff and students from universities and colleges in the region. The Top-Up programme is the element of FOCUS West delivered to senior pupils who intend to progress directly to university.

We support the aims of FOCUS West and encourage pupils to participate in the FOCUS West Top-Up Programme.

If an applicant notes their participation on their UCAS application, and they are deemed eligible for an offer, this will be reduced by one grade in a non-named subject, conditional on their gaining a FOCUS West Top-Up profile of BBB or above. If the applicant is also eligible for a contextual offer, the reduction will be one further grade on the published contextual offer for that course.
Getting in

The Engineering Academy

The University of Strathclyde Engineering Academy represents a significant collaboration between the University, partner colleges and industry which provides a new access route into BEng or 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. The pioneering initiative is aimed at providing college students not only with a route into university but also into employment.

The degree programmes offered within the Academy are boosted by hands on practical experience through industry-funded scholarships and paid summer placements, ensuring that graduates entering the workforce will have the enhanced professional and vocational skills that the industry is seeking.

The Engineering Academy's close links with sponsoring companies provide opportunities for students to gain work experience and scholarships, which aid their professional engineering skills development. The first intake to college was in September 2013, and the first articulating cohort completed their second year during the 2014-15 academic year.

Please see the website for more information: www.strath.ac.uk/engineering/studywithus/engineeringacademy/

The Digital Academy

The Digital Academy offers innovative undergraduate programmes with an alternative route into university as a Strathclyde student. The first year is a newly developed HNC programme delivered by one of our partner colleges in Glasgow with articulation into second year of a range of degrees in the Departments of Mathematics & Statistics and Computer & Information Sciences.

The Academy is a collaboration between the University of Strathclyde, partner colleges and the Digital Technology industry. It was established to respond to the increasing demand for graduates with technology skills. Graduates of the Digital Academy will be in demand with a wide range of exciting career opportunities open to them.

The HNC curriculum, delivered by one of our partner colleges, has been designed in consultation with the participating departments at the University to ensure a smooth transition to Strathclyde at the end of Year 1. It has been developed to allow students to progress to any of the four undergraduate degrees on offer through the Digital Academy. Students who achieve the required performance can transfer to the second year of the following degree programmes:

- BSc (Hons) Mathematics and Computer Science
- BSc (Hons) Data Analytics
- BSc (Hons) Computer Science
- BSc (Hons) Software Engineering

“Overall the number of people employed in ICT and digital technology roles is forecast to increase by 15% to 84,000 by 2020” E-skills UK, 2012

For further information, please contact Christine Dowds, 0141 548 2817, digital-academy@strath.ac.uk

More Academies, including the Social Sciences Academy, are in development. These will provide entry routes for school and college students into degree programmes at Strathclyde. More information will be published on our website as it becomes available.
Getting In

Accelerate Summer Challenge Programmes

Accelerate is a one-week, subject-specific summer programme for pupils entering S5 or S6. Eleven subjects are available: Business & Enterprise; Chemistry; Computer Science; Education; Electronic and Electrical Engineering; Languages; Law; Physics; Product Design; Psychology and Sport & Physical Activity. Led by undergraduate and postgraduate mentors from the relevant departments, pupils take part in a variety of interactive group challenges, culminating in a presentation of their work to a panel of industry and academic experts on the final day of the programme. As well as providing the opportunity for participants to study within a University department and experience life on campus, pupils also attend a careers/industry event for their subject area and learn about student finance.

Many of the Challenges are now credit-rated at SCQF level 7 and, on successful completion of their assessments, participants can obtain formal recognition of their learning and readiness for study at first year university level.

Funded places are available for pupils from target schools and postcodes, from low-income families and for those with care experience or caring responsibilities. www.strath.ac.uk/sees/wideningaccess/gettingready/accelerate/

STEM Summer School

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. It offers a chance to take university subjects at first year level, giving participants a great start for their first term. Priority in allocation of places is given to those in FOCUS West schools, care leavers and those resident in under-represented postcodes. www.strath.ac.uk/science/summerschool/

Young Strathclyders

This pilot programme, supported by the Alumni Fund, has provided talented young people in S5 and S6 with the opportunity to become Young Strathclyders and receive tailored, one-to-one support in the process of studying for, and applying to, higher education. They are matched with a student mentor, given a version of the student card and access to the library and other facilities.

Access to Careers in Teaching (ACT)

The University of Strathclyde is one of the partners of ACT alongside the University of the West of Scotland and University of Glasgow. Funded by Glasgow City Council, this 15 month programme provides young people who aspire to a career in teaching with university-style teaching and preparation sessions, admissions guidance and a week-long school placement.

Support for asylum seekers and refugees

The University of Strathclyde has worked closely with Strathclyde Students’ Association and the Scottish Refugee Council to develop a scholarship for asylum seekers and those staying in the UK on humanitarian grounds. Scholarships are available each year and applications are open to prospective undergraduate and taught postgraduate students.

In addition, the University delivers a series of annual workshops in partnership with the Bridges Programme for refugees and asylum seekers considering applying to university. The workshops introduce participants to the application process, student finance issues and the learning and teaching environment within UK universities. Of the 27 participants in the pilot year, 12 were successful in gaining a place on a degree programme.

Finally, students from asylum seeker and refugee backgrounds who enter Strathclyde are provided with a staff mentor for the duration of their studies in order to support their transition into and through university.
Getting in

Glasgow Intergenerational Mentoring Project

Researchers based in the School of Education have been funded by the Big Lottery to develop and deliver a research-informed and locally-based form of mentoring to support high-attaining young people who may be the first generation in their families to consider higher education.

At the end of S4, school staff identify a small group of pupils who have the ability and motivation to progress to higher education. The project team then match each pupil with an appropriate volunteer mentor as they begin S5. This is often a retired professional with experience in an area that the pupil is interested instudying. The mentor and mentee meet weekly and are encouraged to maintain their relationship as the pupil progresses beyond S5, with some mentors continuing to meet as the young people progress into their degree studies and employment.

Mentors are supported in this process and there are regular sessions for them to discuss progress with each other and the programme staff.

For those pupils entering S5 and thinking about university for the first time, the process of application, finding necessary work experience and the pressure of academic work are often daunting. Mentors have been shown to provide an essential source of academic support, guidance and encouragement through this process.

The programme initially began in partnership with Springburn Academy, and has expanded to work with St Paul's High, St Mungo’s Secondary and Knightswood Secondary. A recent development has been to establish a community-focused initiative with Hyndland Secondary, supporting pupils without university-experienced family members. In 2016-2017 the project will support a new project in Govan High School and emergent projects in other areas of the city.

Please see the website for more information: www.intergenerationalmentoring.com/

Centre for Lifelong Learning’s Pre-entry Access Course

The Access 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 enter higher education.

Students come from a range of backgrounds with different learning needs and objectives:

- some have no qualifications
- some have qualifications which are out of date (normally more than 5 years old)
- some are interested in finding out what university-style study is like before applying for full-time study

The course aims to equip students with the necessary skills for undergraduate study within the Faculty of Humanities and Social Sciences, and the Business School, as well as familiarising participants with what a major university has to offer.

www.strath.ac.uk/cll/alp/access/
Staying in

As the current 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.

**Strathclyde Cares**

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;
- Strathclyde Cares scholarship opportunities 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.

Please see the website for more information:
www.strath.ac.uk/careleavers/

**Strathclyde Scholarships and financial support**

The University of Strathclyde has an Undergraduate Scholarship fund which is worth £1250 per year for each year of undergraduate study. Applicants to the University who meet certain widening access criteria – such as attendance at a school with particularly low rates of progression to Higher Education – are invited to apply. Applicants who have spent time in care are also invited to apply for our Strathclyde Cares Scholarships. For more information on the scholarship fund, please contact Debbie Duncan (d.duncan@strath.ac.uk).

For information on other financial support which the University may have to offer undergraduate students, please contact our Student Financial Support Team (financial-support@strath.ac.uk).
Staying In

HaSS Unite

As the University makes great strides in widening access for students from non-traditional backgrounds, we are mindful that support available to students needs to develop to meet the needs of all. The Faculty of Humanities and Social Science (HaSS) Unite Programme is a support system designed by first year students for first year students. Every Wednesday afternoon the HaSS Unite volunteers are available to discuss problems, answer questions and to help their peers develop new social networks. Over a cup of tea or coffee the overarching aim is to ensure no student feels isolated, anxious or overwhelmed in their first year of study.

Caring for carers

Carers face many barriers to accessing higher education. Carers Trust research suggests that up to half of the days student carers spend at college or university are affected because of caring; young adult carers are four times more likely to drop out of higher education than their peers and 42% undertake paid employment alongside their studies and caring. In recognition of these issues, and through partnership work with Carers Trust, Scotland, the University of Strathclyde is developing a suite of support for those with caring responsibilities. Activities include a university-wide carers committee involving student representation as well as all faculties and relevant professional services, the development of a student carers policy and a named point of contact for all issues relating to student carers (Louise Martin, louise.martin.100@strath.ac.uk).

For more information please see our website: www.strath.ac.uk/sees/wideningaccess/gettingin/informationforstudentcarers/

Stand Alone – supporting estranged students

The University of Strathclyde has become the first university in Scotland to pledge its support for students who are estranged from their families. The University is working with the charity Stand Alone, to help remove barriers to higher education and academic success.

Stand Alone has undertaken three years of research into the unique challenges and disadvantages that estranged students are required to overcome. Young people who are estranged from their families are likely to be under-represented within the student population, and those who do navigate the application process are more vulnerable to withdrawal from education and homelessness than other groups of students.

Building on its reputation for exemplary support for care leavers, Strathclyde is developing dedicated support for estranged students in key areas of need, including finance, accommodation, mental health and wellbeing. The Strathclyde programme will provide a single, named point of contact for estranged students and support will be provided throughout their studies.

Please contact Louise Martin (louise.martin.100@strath.ac.uk) for more information.
Getting on

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.

Strathclyde Skills Award

Completing the Strathclyde Skills Award gives students the opportunity to reflect on their extracurricular experiences and articulate how these can contribute towards their career aspirations after graduation. The award also appears on the University transcript. The award is designed to enhance employability and to increase the chances of students getting a graduate level job after university.

Of the students who achieved the Skills Award and graduated in July 2015, 100% went into work or further study. What’s more, a third of those achieving the Skills Award come from a widening access background.

Key to the success of the Skills Award is that it is designed to mirror the graduate recruitment process, so students learn how to reflect on and describe their experiences in a way that will work for them in future graduate applications.

The Strathclyde Skills Award is supported and endorsed by the Students’ Union and a wide range of employers across all sectors and sizes.

“It is clear that those who have completed the award appreciate the value their experiences will add to their next employer and can articulate that. I would highly recommend that any student take advantage of this opportunity.” R. Mackay, EY

Feedback from students shows the difference participation has made to their confidence and aspirations.

“The Skills Award helped me realise the success in my life and gave me the confidence to achieve more. The interview gave me the preparation and experience I would require for the jobs market. Assessing my weaknesses allowed me to work and develop them and make plans to improve them.” Zivile Salaseviciute
Getting on

Widening Access Summer Internship Bursaries

The Strathclyde Widening Access Summer Internship Bursary managed by the Careers Service and funded by the Alumni Fund was created because evidence from graduate recruiters and relevant surveys demonstrated the importance of work experience when applying for graduate-level jobs.

We recognised that some groups of students, for a variety of reasons, were less likely to secure relevant work experience while at university. We were keen to work directly with these students to help them develop their employability skills by obtaining valuable work experience through summer internships. We facilitated this by providing bursaries of up to £500 each to support travel, accommodation or other costs to enable students to apply for and gain work experience through summer internships. We particularly welcomed applications from students whose home postcode fell within the 20% most deprived areas of Scotland according according to the Scottish Index of Multiple Deprivation (SIMD).

Applicants were asked to complete a short application form detailing the skills and attributes they hoped to gain through undertaking a summer internship. They were also asked to provide a brief biography and detail how the bursary would support them to undertake an internship – this could include travel support, accommodation, child care and other costs. On completion of the Summer Internship successful candidates were asked to complete a one page, reflective statement detailing the skills and benefits they had developed.

“Thanks to the bursary funding I had the opportunity to develop both my employability and personal skills as well as to identify my development needs. The bursary gave me the opportunity to work with children with mental disorders in a professional environment, which was a valuable experience because in future I aim to work with children with learning difficulties”. Diana Dobranowsla-Jedrusiak – attended a Summer Camp for autistic children in Poland

International Opportunities

Strathclyde graduates are global in outlook and we are determined that our international opportunities should be available to all, no matter their background or income. Those from disadvantaged circumstances are prioritised in funding opportunities and supported to apply for and engage in international exchanges and study programmes.

For example, the Recruitment & International Office and the Faculty of Humanities & Social Sciences offer 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 mature students, those with care experience and those from target postcodes.

“Before I attended Radboud Summer School, I was quite insecure in my abilities. I always doubted what I could do and depended on my peers for social support. After attending Radboud summer school, I am like a new person. On a personal level my confidence has soared”. Lyndsey Ann MacIntyre
Research on Widening Access

Through multi-disciplinary research bringing together academic experts from across the institution, Strathclyde is undertaking research on the issues of widening access, attainment and social mobility. Our research findings inform our activities and allow us to play a leading role within the sector.

Examples


Edward Sosu, Lauren Smith, Sue Ellis, Ninetta Santoro from the School of Education, along with Stephanie McKendry from the Widening Access Team developed a successful bid to the Scottish Funding Council (SFC) to conduct research into widening access initiatives, including the Schools for Higher Education Programme (SHEP) managed by the SFC.

Please contact Dr Edward Sosu (edward.sosu@strath.ac.uk) for more information.

**Trans.Edu Scotland: Research the experiences of trans applicants, students and staff in Scottish colleges and universities, Final report, due July 2017**

Stephanie McKendry and Matson Lawrence from the Widening Access Team along with Naseem Anwar and Annie McLaughlin from the Equality and Diversity Team were successful in receiving funding from the SFC for this year-long project. The aim of this research is to better understand the barriers and challenges faced by trans applicants and those considering going to college and university as well as students and staff within further and higher education in Scotland. [www.strath.ac.uk/equalitydiversity/equalitydiversityprojects/transeduscotland/](http://www.strath.ac.uk/equalitydiversity/equalitydiversityprojects/transeduscotland/)

**Care experienced students: Investigation into the retention and progression issues impacting upon care leavers, Final report, August 2016**

Conducted by Kieran Shellen, a research intern, the study explored retention and progression issues impacting upon care leavers as well as potential barriers in accessing placements, internships and international opportunities. The project examined best practice and ways to provide a positive environment and relevant support for those from care experienced backgrounds.