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Foreword

Universities have a vital role to play in affording opportunities to all who wish to further their understanding of the world and in so doing, to develop themselves as people. It is essential that these opportunities are open to everyone with the ability and interest to be successful in achieving their goals. As such, we must reach out to those who ordinarily might not consider university to be an option for them and this can take many forms; directly to them, indirectly via their schools and networks or by taking the University out to where they are.

The extensive and effective work carried out by our Outreach and Widening Participation team is precisely targeted at this type of outcome. The purpose of this report is to highlight key aspects of this work in an attempt to show the diversity and depth of the on-going activity aimed at widening participation and opening up the doors of the University to remove some of the mystique surrounding it for those less familiar with Higher Education.

This is not simply a local issue either and the programme of work stretches beyond the city and is often in partnership with others who have a similar set of aims. Student response continues to be very positive and while this is very pleasing, there is always more that can be done particularly as Government attention continues to focus on access to Higher Education.

As a university we believe passionately in this agenda and I continue to be proud of what has been achieved and of the work undertaken by my colleagues and commend their work as outlined in this report.

Professor Wyn Morgan
Vice-President for Education
Outreach and Widening Participation at the University of Sheffield

During 2016/17 at the University of Sheffield we’ve seen our sustained widening participation programmes and our collaborative outreach work grow significantly, underpinned by increased engagement with schools and colleges.

In a challenging environment for the wider education sector, we have looked to use resources wisely. We have improved our targeting and the efficiency of our programme recruitment, implementing an online process to support speedier and more accurate outcomes. We are seeing very encouraging results in terms of the progress of widening participation students to Sheffield and the University continues to perform in line with its sector benchmarks.

All of our outreach and widening participation activities are regularly reviewed and developed based on current practitioner research and feedback from students, parents and our partners. We take seriously our responsibility to build effectively on the excellent work undertaken by teachers and advisers. We also work closely with colleagues in our Widening Participation Research and Evaluation Unit (WPREU) to identify and implement best practice.

We have been proud to be part of HEFCE’s new national widening participation initiative, the National Collaborative Outreach Programme (NCOP), known locally as HEPPSY+. We continue to work with school, college and university partners to support progression to Higher Education from students in communities who are currently under-represented.

*engagements may include students who have attended more than one outreach activity.
Throughout this report we aim to showcase the range of outreach we provide including:

- Sustained outreach programmes
- School, college and campus based outreach
- Subject specific outreach work

This, our second annual report, will also introduce the collaborative work we do, our Widening Participation Research and Evaluation Unit (WPREU) and our work with vulnerable groups.

As always, the engagement with teachers, advisers, parents and guardians is vital to our work, as well as our own staff and students who provide positive role models for those young people and adults beginning their journey to Higher Education.

Special thanks go to all those involved with outreach and widening participation activities, both here at the University and across the region through our schools, colleges and other stakeholders.

I do hope you enjoy reading this report and look forward to continuing to work with you to progress the Widening Participation agenda.

James Busson
Head of Outreach and Widening Participation
Research and collaboration

World-leading research influences everything we do at the University of Sheffield – including our outreach and widening participation work.

Our activities are developed taking into account external research, policy and recommendations from organisations such as the Sutton Trust, Office For Fair Access (OFFA) and Higher Education Funding Council for England (HEFCE). We consider sector advice alongside our own research and evaluation and use the data collected from students who take part, plus their feedback following the events in order to ensure we continuously develop our offer.

Our increased focus on collecting evidence and conducting evaluation has influenced the development of our online application and student portal system – Outreach Online. This system, together with the Higher Education Access Tracker (HEAT) database, ensures that we can monitor how the activities we provide are having a positive impact on students.

The University’s Widening Participation Research and Evaluation Unit (WPREU) – established to monitor and evaluate activities and help to form our overall strategy – provides us with direct and up-to-date recommendations and informs the work that we do.

The University’s widening participation strategy is influenced by the wider education, political and social environment, which in recent years has seen more emphasis placed on collaboration between universities and consortia to work together in the delivery of outreach work.

The Higher Education Progression Partnership (HEPP), Realising Opportunities, Brilliant Club and Excellence Hub are all initiatives the University has successfully continued to be a part of throughout 2016/17.

Under the National Collaborative Outreach Programme (NCOP), a joint bid by the Higher Education Progression Partnership (HEPP), the University of Sheffield and Sheffield Hallam University, was awarded £13 million as part of the government’s commitment to double the participation of students in Higher Education from disadvantaged backgrounds by 2020. The Higher Education Progression Partnership South Yorkshire (HEPPSY+) began delivery in 2017 and more information can be found on page 36.

This annual report is highlighted with case studies that demonstrate the breadth of work we do at the University and the impact that it has on the young people and adults we work with.

In 2016/17, the Outreach team and WPREU jointly conducted an extensive research project which involved parents of Year 7 and Year 8 widening participation students in order to develop their knowledge and help overcome the barriers to Higher Education their children face.

The findings and feedback brought about a new outreach programme – IMPACT – the programme is comprised of events on campus and in schools for students in Years 7 and 8 and their parents/carers as well as online resources that are free to access.

IMPACT piloted in September 2017 and the full programme is due to launch in 2018.
The Impact of a Widening Participation Programme on the Learning Experience of Medical Students: A Pilot Study
Dr Joanne Thompson, Julie Askew, Dr Julian Crockford and Michael Donnelly.

Overview and aims
The University’s Widening Participation Research and Evaluation Unit (WPREU) are tasked with evaluating our outreach activities generally, but also undertake more in-depth research projects related to the work that we do. The project team worked to complete a pilot study into the impact of a widening participation programme on the learning experience of medical students.

Why this research?
There is currently a strong policy emphasis on increasing the number of students from lower-socio-economic groups in English universities, particularly for Russell Group institutions. Significant progress has been made in increasing the diversity of medical students in terms of gender and ethnicity, but less so when thinking about students from lower socio-economic groups – only 7% of accepted students (Milburn 2010) came from socio-economic class VII (routine manual occupational backgrounds).

Method
Researchers conducted semi-structured interviews with twenty-four participants at different points of their medical training, including current medical students in Years 1 – 5, postgraduates, University alumni and former Sheffield’s Outreach and Access to Medicine Scheme (SOAMS) students who progressed to other courses at the University. The three themes overleaf were identified.

What next?
This pilot study gives an insight not only into the effective recruitment, selection and progression of under-represented groups into medicine, but also what happens when they start their course and the important transitions they experience. The research provides insight into ‘what has worked’ in preparing students for a medical career and it contributes to the understanding of medical outreach programmes.

Research themes:

Experiencing SOAMS
This theme highlights the students’ experiences of the SOAMS programme and how the activities provide a good basis for learning and support needed:

“So yeah, I loved it and I think it gave me such a great advantage in terms of getting an insider knowledge into what it might be like to actually be a medical student, a good few years before you’re even thinking about your university applications. SOAMS really sort of put that into your head quite early on, particularly because the ambassadors that work on it are current medical students, so you get a lot of contact with them and they’ll kind of dish out advice here and there, and you can ask so many questions”.

Research participant

In this theme students discussed the process of transitioning into university life and more specifically studying medicine.

“It had a very, very strong influence on my aspirations to medicine, yeah definitely. It just really made me think I can do this and this is what I want to be. I want to be a doctor, I’ve seen what the student doctors are like, that’s what I want to be like. And ultimately to be a doctor as well, yeah it had a very strong influence because I didn’t have any other form of experience of medicine, so it was really good to have that.”

Research participant

Students reported their experiences of being medical students having come from a background of disadvantage or from a background that was under-represented in Higher Education.

“But then you go to the end of the year and you’ve passed your first year of exams, exactly the same as everyone else, you get ranked and you’re say top third of the year and you’re like well all these people went to private school and I beat them, So I think the attainment of that under-represented group changes their belief in their attainment.”

Research participant
Sustained outreach programmes

We have continued developing and enhancing our sustained outreach programmes throughout 2016/17. They include welcome and graduation ceremonies, student life events and activities, summer schools and subject specific workshops – all designed to increase confidence, raise aspirations and help students to explore university.

Targeting the right students, those who are most able but least likely to go to university, is at the heart of what we do; we use a range of widening participation indicators to ensure we get this right.

To ensure we keep developing the design and content of this area, we utilise the research undertaken at the University and involve academics, PhD students and student ambassadors to deliver sessions.

By designing and running our sustained programmes in this way, we provide a variety of engaging and relevant activities, equipping students with skills and experience to make informed decisions about their future.
Case study

Discover US

Years 9 – 11

Sustained outreach

The Discover US programme encourages Year 9 to Year 11 students to find out more about Higher Education, and supports them to discover the University of Sheffield for themselves, finding out what it is really like to be a university student.

Students are invited to the University three times per year in Years 9, 10 and 11 and take part in mini lectures, practical subject tasters and skills development sessions. Throughout the three year programme students explore different courses and career opportunities with current undergraduate student ambassadors.

A residential experience at the end of Year 10 emphasises student life and introduces students to the range of sports and societies available.

A graduation style event at the end of Year 11 provides an opportunity for parents, carers and school staff to celebrate the completion of the programme and the students’ achievements.

Discover US provides extensive support for students, with activities specifically designed to build confidence, develop problem solving skills and encourage team working – all skills which are necessary to be successful at university. Students are also supported in discovering how their subject choices at GCSE and Post-16 can open doors to a wide range of professions, careers and other opportunities. Additionally, progression to the Post-16 pathways is available to students who complete the Pre-16 Discover programme and meet academic and WP criteria.

“[It’s a brilliant, once in a lifetime experience, the student ambassadors have so much advice to offer about university life; you have a brilliant time, make new friends and find out lots about what it’s like to go to university.”

Discover US participant

Engaged with 702 students (across Years 9, 10 and 11)

Worked with 79 schools

Delivered 22 activities

21% of our Discover US graduates from 2016 applied to one of the Post-16 Discover pathways, where successful completion of the Discover US programme lent extra weight to their application.

76% of applicants were successful in gaining a place, and so will continue their relationship with the University in Years 12 and 13*

*24% who were unsuccessful were all applicants to the highly over-subscribed Sheffield Outreach and Access to Medicine (SOAMS) programme.
**Case study**

**Discover Programme**

**Years 12 – 13**

**Sustained outreach**

The University of Sheffield understands that some young people may believe that certain professions or subjects aren’t really an option for them – or that students may not even be aware of them.

The Post-16 Discover Programme addresses this directly by offering subject and profession specific pathways for schools and colleges that raise aspirations and support targeted students into Higher Education.

There are six pathways to choose from:

– ADOPT (Access to Dental Occupations: Practice and Tutoring)
– Discover Arts and Humanities
– Discover Law
– Discover Social Sciences
– Discover STEM (Science, Technology, Engineering and Maths)
– SOAMS (Sheffield’s Outreach and Access to Medicine Scheme)

As well as subject specific activities, each pathway follows the same core structure and purpose; with study support workshops, information and advice sessions, residential summer schools and e-mentoring – providing the opportunity for students to work together collectively with inspirational session leaders and role models who are current undergraduates.

E-mentoring also forms a crucial aspect of the Discover Programme. Online mentoring is performed by dedicated undergraduates at the University, supporting participants on the pathways through messaging and online resources.

Evidence shows that summer schools have a high impact on those who take part, therefore we offer this to all our Discover participants. Students enjoy the experience of student life, staying in student accommodation, taking part in activities and engaging with students and staff at the University.

The two-year Discover programme culminates in students celebrating their achievements at a graduation style event and an adjusted offer to study at the University of Sheffield (subject to satisfactory completion of the respective pathway).

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADOPT</td>
<td>61</td>
</tr>
<tr>
<td>Discover Arts and Humanities</td>
<td>60</td>
</tr>
<tr>
<td>Discover Law</td>
<td>110</td>
</tr>
<tr>
<td>Discover STEM</td>
<td>125</td>
</tr>
<tr>
<td>Discover Social Sciences</td>
<td>70</td>
</tr>
<tr>
<td>SOAMS</td>
<td>128</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>569</strong> students (across Year 12 and Year 13)</td>
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</tbody>
</table>

**Worked with 78 schools**  
**Delivered 114 activities**

Our success outcomes are measured by progression to Higher Education:

- **76%** of participants during 2016/17 admissions cycle progressed to Higher Education
- **25%** of participants during 2016/17 admissions cycle progressed to courses at the University of Sheffield

"The opportunities the University has provided in my initial interactions as a student on Discover Law and the continual support from the School of Law has provided me with a university experience second to none.”

*Discover Law participant*
Case study

Realising Opportunities

Years 12 – 13

Sustained outreach

The University of Sheffield has been a partner in Realising Opportunities (RO) since 2013. RO is a unique collaboration of leading, research intensive universities, working together to promote fair access for those groups under-represented in Higher Education.

The two year programme provides students with the skills and information to help not only make informed decisions about their futures and to raise their aspirations to progress to a leading research intensive university, but also to support with their current work in their school or college.

The programme includes:
- a local launch event
- an e-mentoring programme
- a national student conference
- ‘Skills4Uni’ an online study skills module
- an academic element (Realising Opportunities academic assignment or Extended Project Qualification)

Successful completion of the RO programme gives students the opportunity to have their achievements recognised through UCAS, resulting in additional consideration and the potential for alternative offers from member universities.

“Through this programme, I’ve been guided in making more informed choices, stepping out of my own city to venture into and explore others- and see what they have to offer in terms of higher education.”

Realising Opportunities participant

Progression data for RO cohorts is reported on a national basis as it is a UK wide widening participation outreach programme promoting access to research intensive universities and geographical mobility for applicants. The last full dataset is for Cohort 6 (2014-2016). Of 799 starters on the programme:

- 68% progressed to Higher Education
- 23% progressed to Realising Opportunities partner universities
- 31% progressed to research intensive universities

The University of Sheffield saw a 64% growth from 2015/16 in the number of RO students admitted and registered to study at the University of Sheffield in 2017.

A study commissioned by RO and undertaken by the Institute for Employment Studies shows that RO students are more likely to attend university in general and also more likely to attend a research intensive university than a comparator group.
Case study
US in Schools Mentoring

Years 9 – 11  
Sustained outreach

Mentoring is a key part of the University’s Outreach and Widening Participation strategy which aims, by means of close mentoring relationships, to raise the aspirations and attainment of young people, from targeted local schools, who are from backgrounds that are under-represented in Higher Education.

Mentors are current University of Sheffield students who work in schools supporting mentees on a regular one-to-one basis in a variety of ways. These include homework and coursework support, developing study skills, exploring education and career pathways, discussing aspirations and personal skills development, as well as providing mentees with a positive role model and introducing them to student life at the University of Sheffield.

The US in Schools Mentoring programme provides mentors, many of whom are from similar backgrounds to their mentees, with an opportunity to develop a range of skills required for careers in the education and youth sectors. The programme enables mentors to make a difference within the local community and enhance their own student experience.

In 2016/17 and in line with the University’s commitment to reducing its carbon footprint, mentors travelled to two schools in university electric cars. In 2017/18 we plan to increase this to six schools as well as working with an additional three schools in the local area.

“One student who never thought they were academically good enough to go to university is now set on the idea. Another student has overcome confidence issues and has begun volunteering more in lessons. The mentoring has certainly helped students understand what options are available to them once they leave school, and what they need to do to obtain a job in certain careers.”

School co-ordinator

“Life changing, fun and interesting, really helped to build my confidence and prepared me for Further Education really well.”

Year 9 mentee

Recruited 70 mentors  
Delivered 228 activities

Engaged with 323 mentees  
179 male  
8% increase in students from 2015/16

Worked with 13 schools  
144 female

144 female

sheffield.ac.uk/outreach/pre16/mentoring
Case study
Cool to be Clever Club

Years 5 – 6
Sustained outreach

In partnership with Sheffield High School and the Sheffield South East Learning Partnership (SSELP), the Cool to be Clever Club works with students from the beginning of Year 5 through to the end of Year 6. The programme provides the opportunity for participants to experience working alongside other students from different schools who share the same academic and personal potential to move onto Further and Higher Education.

Over the two years students attend a series of events both on campus and at local schools that include topics such as Theatre, English, Poetry, Chemistry, Art, Critical Thinking and an activity exploring careers and aspirations.

The Cool to be Clever Club culminates in a celebration event for students, parents, carers and teachers to mark the success and progress of the entire Cool to be Clever participant cohort.

“My favourite part of Cool to be Clever was the campus tour and looking at the Students’ Union.”

Cool to be Clever participant

“...went to the theatre to study drama (Shakespeare). They loved acting on stage in front of an audience. It gave them a sense of achievement and confidence.”

Teacher
Vulnerable groups

At the University of Sheffield we firmly believe that everyone should be given the opportunity to fulfil their potential regardless of background or personal circumstances.

Working in partnership with external stakeholders such as Sheffield City Region Local Authorities, fostering agencies and local charities we identify local young people from these key vulnerable groups and provide support, information and advice for:

- Looked After Children and Care Leavers
- Young Adult Carers
- Those who are estranged from their family
- Students with disabilities or specific learning needs

Support is provided to students throughout their journey to Higher Education and beyond; focusing on four key areas: finance, accommodation, access and transition, and mental health and wellbeing.

Additionally, we assist these groups pre-entry to help them find out more about Higher Education and what support is available to them. This includes bespoke outreach work such as our summer school for Year 10 students, ‘Routes into Further Education’ for Year 11 students and the Building Learning Power Club for Looked After Children in Years 5 and 6. Individualised support during their application to the University of Sheffield is also included.

Research shows the importance of relevant role models in the lives of vulnerable young people in helping to raise aspirations. So all our activities are supported by our ‘Champions’ – current University of Sheffield students who exemplify the message ‘I have, so you can’.

Alongside this additional support, the University has designated staff contacts to provide information and advice on the financial support available to students. The University of Sheffield also provides enhanced bursaries and scholarships, available to both undergraduates and postgraduates. Students from vulnerable groups also benefit from contextual consideration via our disrupted studies process.

Ultimately, we aim to ensure that all students are supported in the best way for them, can access their studies and can perform academically to the best of their ability.

Stand Alone Pledge

In 2017 the University signed the Stand Alone Pledge.

The pledge, launched by the charity Stand Alone recognises our ongoing commitment to provide support in four key areas where estranged students feel the lack of family support the most: finance, accommodation, access and transition, and mental health and wellbeing.

As a further measure to support this we established a new Unite Accommodation Scholarship to pay full accommodation costs to estranged students who qualify for the scholarship, in addition to the excellent financial support for students from vulnerable groups.

sheffield.ac.uk/outreach/support

Videos

Extra support playlist
School, college and campus based outreach

The University provides school, college and campus based outreach to raise awareness of Higher Education and support informed decisions about studying at university amongst students and teachers. Whereas our sustained programmes work with students on a repeat basis, we understand that many schools and colleges value individual, bespoke and tailored sessions.

Our Outreach work across the University provides a comprehensive range of subject based workshops, particularly focused on raising aspirations and building study skills to support attainment and progression. We also hold a number of Open Days throughout the year, schedule regular campus tours and offer self guided tours for any individuals or families who wish to visit.

This area of our work is also delivered in collaboration with our partners, such as:
- Excellence Hub
- Higher Education Progression Partnership (HEPP)
- Higher Education Progression Partnership South Yorkshire (HEPPSY+)
- University of Sheffield Students’ Union

### Worked with 182 schools

### Delivered 728 activities

**Primary school (5-11)**
- Sheffield Volunteering: Mock Trial workshop
- Sir Harry Kroto Bucky ball workshop

**Secondary school (11-16)**
- Career choice and employability workshop
- Excellence Hub workshop
- HEPP
- HEPPSY+

**Sixth form and colleges (16-18)**
- Discover Study Skills programme
- Extended Project Qualification support
- Undergraduate Open Days
- HEPPSY+

**All ages**
- University of Sheffield campus tours
- Student life talks
- Study skills workshop
- Subject specific taster sessions
- Library Visits

*engagements may include students who have attended more than one outreach activity.*
Case study

Sheffield Volunteering: Mock Trial workshop

Years 3 – 6
School, college and campus based outreach

Sheffield Volunteering is organised and run by the University of Sheffield Students’ Union, with the aim of increasing awareness of local community issues amongst students and staff, as well as providing an understanding of how a positive impact can be made through volunteering.

The Mock Trial workshop is designed to give students an insight into the criminal justice system and is run by our Edward Bramley Law Society student volunteers.

Students compete to present the defence for and prosecution case against the defendant ‘Goldilocks’ or role play as witnesses and the jury who ultimately decides on the verdict.

A practical introduction to the subject of law, the workshop also raises aspirations and encourages skills such as public speaking or critical thinking.

“Thank you for offering the workshop, the children were very engaged in the activity and have spoken at length about it today. They particularly enjoyed the true or false quiz and the different roles that they played.”

Teacher
Case study

Excellence Hub

Years 7 – 11
School, college and campus based outreach

The Excellence Hub is an innovative regional collaboration between the University of Sheffield, University of Leeds and University of York. The programme covers a diverse range of subjects, offering students the chance to experience a taster session or a masterclass in their interest area.

Based on evaluation and feedback gained in 2015/16 we have focused on developing and refining the Excellence Hub offer into a suite of nine subject-based sessions. In 2016/17, Excellence Hub students had the opportunity to engage with the following masterclasses:

- Bridging Engineering
- Chemistry Lab – Who Murdered Mrs Smith?
- Enterprise – Making Ideas Happen
- iGEM Edu Day – Synthetic Biology workshop
- Mechanical Engineering and Tribology
- Science Behind CSI
- Solve a Murder Mystery
- The Smell of Chemistry
- World Book Day Poetry workshop

The Excellence Hub partnership also offer Information Advice and Guidance (IAG) conferences at each university campus and support five IAG events in schools, colleges and community venues.

The growth in popularity of the Excellence Hub, shown by increased engagement from schools, colleges and individuals is an exciting development in this regional partnership.

“I have learnt about lots of things including engineering and that you shouldn’t give up. I enjoyed everything.”

Excellence Hub participant
Case study

Discover Study Skills

Years 7 – 13
School, college and campus based outreach

Discover Study Skills is a flexible programme which helps students develop a range of academic skills to enhance their current studies, raise their attainment and begin to prepare them for Higher Education.

Available for students in Year 7 through to Year 13, the programme consists of a range of key academic skills workshops including:

- academic reading and writing
- research
- critical thinking
- time management
- exam revision

Workshops take place both at the University and in schools and colleges. Those delivered on campus take full advantage of the University’s libraries and facilities and introduce students to university level study, including working with current undergraduates and campus tours.

“The A-Level research day was great. I have improved my research and referencing skills and enjoyed spending time on campus.”

Discover Study Skills participant

*engagements may include students who have attended more than one outreach activity.

1,180 student engagements*
Worked with 22 schools
Delivered 36 activities

Participation 2016/17

sheffield.ac.uk/outreach/pre16/dss
HEPPSY+ is collaborating with The Brilliant Club as it provides an excellent opportunity for widening participation students from local HEPPSY+ target postcodes to find out more about university and experience university-style teaching.

The first HEPPSY+ Brilliant Club launch events took place at the University of Sheffield in June 2017. The participating students in this one cohort had the majority of their in-school tutorials in the summer term and they graduated from the programme in October.

“Coming on this launch trip today has given me a taste of what university is like and has changed my mind as before I wasn’t bothered about attending university but now I want to go.”

Brilliant Club (HEPPSY+) participant
Subject specific outreach work

Our subject specific activities provide students with a focused session, whether it be learning about the work of a biomedical scientist, or being an ecologist for the day, students are given a flavour of what degree and career opportunities are available to them.

The activities are predominantly delivered by staff in Faculties and Departments across the University. This approach means we can draw on the expertise of our world leading research and teaching staff to deliver cutting edge workshops and sessions. Throughout 2016/17 we have worked to expand these sessions, as our evaluations consistently show students respond to visiting the University campus and using the resources, such as laboratories and lecture theatres and libraries.

We understand the importance of undertaking outreach work across all age groups, to help raise aspirations and attainment, therefore we work in partnership with colleagues across the University to tailor activities accordingly.

<table>
<thead>
<tr>
<th>Subject specific outreach work</th>
<th>Introduction</th>
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<tbody>
<tr>
<td>Primary school (5-11)</td>
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<tr>
<td>Bath Bombs workshop</td>
<td>Environmentally Friendly Robot workshop</td>
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<tr>
<td>Be a Scientist workshop series</td>
<td>Singing and Performance workshop and festival</td>
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<tr>
<td>Chemical Candyfloss workshop</td>
<td>Virtual Reality workshop</td>
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<tr>
<td>Coding Club</td>
<td>Women in Engineering</td>
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<tr>
<td>Engineering Imaginarium</td>
<td>Zebrafish</td>
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<tr>
<td>Secondary school (11-16)</td>
<td></td>
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<tr>
<td>Air Cadets Day</td>
<td>New Eden Project</td>
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<tr>
<td>Biomedical Science Work Experience</td>
<td>Sheffield University Physics Experience Research</td>
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<tr>
<td>Extracting Nutmeg – The Smell of Chemistry</td>
<td>Pop Music project</td>
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<tr>
<td>Good for You</td>
<td>Solar Panel workshop</td>
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<tr>
<td>Humanities Showcase</td>
<td>STEM for Girls</td>
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<tr>
<td>Intelligent Mobility</td>
<td>Summer School</td>
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<tr>
<td>Mechanical Engineering workshop</td>
<td>Sustainable Engineering workshop</td>
</tr>
</tbody>
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| Sixth form and colleges (16-18) |              |
| Ada Lovelace Day                | Hands on DNA workshop |
| Air Cadets Day                  | Health and Human Sciences New Starter Programme |
| Animal and Plant Science Journal | Languages Day |
| Chemistry Lab: Who Murdered Mrs Smith? | Model United Nations workshop |
| Destinations Day                | Mock Interviews |
| Economics Knoop lecture         | Osteology workshop |
| Engineering webinar and mini lecture | Personal Statement Support Sessions |
| Epics and Myths workshop        | Revision Session |
| Eugenol workshop                | Sheffield University Physics Experience Research (SUPER) |
| Film Series workshop            |              |

| All ages                        |              |
| Automatic Control System – Engineering Co-botics | Krebs Fest |
| Community events                | Music for Youth Local and Regional Festival |
| Discovery Night                 | Women in Engineering |
| Engineering events              |              |

19,998 student engagements*  
19,998 student engagements* 
Worked with 303 schools  
Delivered 372 activities

*engagements may include students who have attended more than one outreach activity.
Case study

Music and Images

Years 3 – 6
Subject based outreach

A collaborative project between the University’s Department of Music, The University Concert Series and local Primary schools, Music and Images explores various connections between sound and vision.

Through a series of workshops delivered by a team of talented musicians, students are introduced to various classical compositions and invited to explore exciting musical materials through playing and drawing. The team play a piece of specifically adapted classical music and the students then respond to the piece in an artistic manner.

The result combines the creation of musical compositions, improvisations and drawings, encouraging students to explore musical themes and what music can convey.

“The pupils responded really well to the session. Most of them had never really heard classical music before but by the end of the session they had gained a much better understanding of how music can send a message.”

- Teacher
Case study

Biomedical Science Work Experience

Years 10 – 12
Subject based outreach

The Department of Biomedical Science offered seventy-six Year 10 and Year 12 students the opportunity to gain work skills, develop an interest in studying Biomedical Science and visit the University through a technical laboratory work experience programme.

The 2016/17 academic year was the second year that the programme has run. The week involved both theory and practical learning based around a case study of Haemophilia, allowing students to discover what it is like to be a university student and also a technician, researcher and industrial biologist.

Students spent the week applying their newly found knowledge and transferable skills across some of the scientific disciplines available at the University. This experience gave students a greater insight into the huge field of Science provided lab experience, and what possibilities await them in the future, both in terms of academic study and career options.

“I enjoyed the practical activities and learning how to use university standard equipment. I also liked the fact that the experiments we were doing were put into context, for example, we knew the methods we were using could be used to diagnose Haemophilia B. I enjoyed the independence at lunch times and experiencing the life of a student.”

Biomedical Science Work Experience participant
Case study

Things You Can’t Do In School

Years 7 – 9
Subject based outreach

Things You Can’t Do In School is a multidisciplinary social sciences subject taster day whereby students from around the Sheffield City region were invited to the University to sample subjects which they’ve usually never heard of and can’t currently be studied in school.

Students in Years 7 – 9 sampled three subject taster workshops operating as part of a carousel of activities. In 2016/17 the students chose sessions from the School of Architecture, the School of Education, the Department of Sociological Studies and the Sheffield Methods Institute, all of which are extremely varied and gave the students an insight into what courses are available at the University and the career options available after studying a social science degree.

“I enjoyed the day because I got to learn about some different subjects and how good the University is.”

Things You Can’t Do In School participant
Case study

Sustainable Engineering

Year 9

Subject based outreach

Sustainable Engineering is a workshop that gives Year 9 students the hands on experience and skills required to be a successful engineer.

Developing team work, communication and planning skills, all of which are vital to careers within the Engineering industry, sixty students took part over three separate workshops.

Each workshop was split into two parts, with each part focussing on a specific skill set.

Teamwork and communication featured heavily within the first session with students working in small groups. Using a design brief and purchasing their own materials, students had to compete to build the tallest tower, introducing students to the world of budgeting, managing deadlines and planning.

The second part of the workshop saw the students considering a current, real world sustainable engineering problem. Students put their newly developed knowledge and skills to the test to improve the design and functionality of toilet facilities in a remote village. They needed to work together to consider safety implications and accessibility for all users and then present their designs back to a panel.

Students were given the opportunity to recap on what they had learnt throughout the workshop, highlighting any new knowledge and skills developed. The workshop concluded with an overview of the Engineering courses portfolio at the University of Sheffield.

“I like that there are so many options in engineering and that means you can help people.”

Sustainable Engineering participant
Student case study – Sam Cowley

Sam Cowley left school facing an uncertain future: unskilled and untrained, university didn’t even figure in his options. Instead he drifted into Further Education, took a course in construction, but quickly became disillusioned and left. The two days a week he spent at the college were sat behind a desk staring at a computer terminal. It wasn’t for him.

“I’m a very practical person who likes to learn in a hands-on way,” says the 20-year-old from Crookes, Sheffield.

Today he is a skilled AMRC Training Centre apprentice at Davy Markham, one of the UK’s leading engineering firms specialising in extremely large turnkey projects across every sector, from quarrying and metal processing, through mining and tunnelling, to nuclear, defence and infrastructure.

The young man who had no academic ambition at school, is now not only studying for his Higher National Certificate (HNC) but is also keen to take the advantage of the unique opportunity offered by the Training Centre to convert his apprenticeship into a bachelor’s degree in Engineering.

All this is a long way from where he was just three years ago. “Some people you can tell will get straight A’s at school, but C’s were good for me. I wasn’t really an academic person,” says Sam, who now sees Higher Education as a route to advancing his blossoming career.

With unemployment looming, Sam’s big break came through an encounter with the Prince’s Trust who invited him to a one-week ‘Get Started’ course at the AMRC Training Centre in Rotherham.

“That changed my life,” says Sam. “I’m not really an academic person. I’m more interested in the practical side of things.

I didn’t have a job and I felt like I was completely stuck – I had no idea how to take my next steps. But I knew immediately when I got to the Training Centre that this was the pathway I would like to take for my future career.”

“We spent the week learning through practical, hands-on activities. The course gave me insight into what the different processes of engineering are. From there I had some basic knowledge I could use for an interview. The Trust gave me confidence to know what I was talking about. From there everything just kind of took off.”

Next came an apprenticeship with Davy Markham and the AMRC Training Centre – a dream come true. “It’s an amazing place to work. The first time I took a tour of the factory I was totally gob-smacked, the scale of everything is amazing,” he said.

“All the trainers all have experience in engineering and make you feel like you are part of a team which is really rewarding.”

“And his advice to anyone thinking of an apprenticeship at the AMRC Training Centre?

“Just do it. You won’t look back.”

27 students on the Prince’s Trust Get Started course

AMRC Training Centre

The Advanced Manufacturing Research Centre with Boeing (AMRC) was established in 2001 as a collaboration between the University of Sheffield and Boeing, with support from Yorkshire Forward and the European Regional Development Fund.

The AMRC Training Centre opened its doors in October 2013 and to date has trained 755 students predominantly from within the Sheffield City Region. The Centre’s outreach work explores a range of training options and apprenticeships, both Higher and Degree level.

The training centre is a key aspect of the AMRC and the University of Sheffield educational offer and delivers a range of activities and visits designed to introduce and inspire young people to the idea of apprenticeships in engineering and the manufacturing sector.

Activities are specifically designed to provide young people with the opportunity to discover the world of engineering and sample life as an apprentice. The training centre now offers degree apprenticeships that allow students to combine their paid full time employment to complete a bachelor’s degree in Engineering.
Mature student activities

At the University of Sheffield we understand the benefit of studying for a degree at any age. We value the life experience and skills that mature students bring to their learning, which greatly enrich the learning experience for all our students.

The Department for Lifelong Learning (DLL) plays a central role in the University’s commitment to mature learners by offering courses to students aged 21 and over, from all backgrounds and experiences.

The outreach work we provide breaks down the barriers some may feel about returning to education, by introducing mature students who do not hold standard entry qualifications to our range of full and part-time degrees with foundation years.

The Department’s staff provide tailored academic and pastoral support to mature students throughout their time at university, and the dedicated outreach team deliver a range of events and activities which focus on engaging with adults in the local area, raising aspirations and supporting progression to Higher Education study. These include:

– Community events
– Open events and taster sessions
– Pre-entry ‘Discover’ course
– Visits to adult learning environments

Faculty-based outreach teams also offer a number of short programmes and activities primarily focusing on supporting mature applicants who have applied directly.

450 adults engaged with one or more activities

53 students went on to make an application to DLL

28 students began studying with DLL in September 2017

Progression

Participation 2016/17

450 adults engaged with one or more activities

Mature student activities | Introduction
Case study

Rediscover Your Potential

21+ Years
Mature student activities

The Department for Lifelong Learning (DLL) held two events in 2016/17 for prospective mature students who have been out of formal education for a number of years and who did not hold traditional university entry qualifications.

The aim of these events was to provide information, advice and guidance about entering university as a mature student, including student finance, how to submit a strong application and how to choose the right course.

Current students studying with DLL shared their experiences and offered insight into issues such as juggling studying whilst raising a family.

Attendees also took part in a range of subject taster activities which gave them first-hand experience of university teaching, and an opportunity to meet tutors and staff from both the Department for Lifelong Learning and all university faculties.

“Coming today has broadened my horizons and I would definitely recommend.”

Rediscover Your Potential participant
Case study

Health and Human Sciences
New Starter Programme

Years 13 and 21+
Mature student activities

New for the 2016/17 academic year, the Faculty of Medicine, Dentistry and Health developed a programme to assist mature students starting the BMedSci Health and Human Sciences, in making their transition to Higher Education.

The main aims of the programme:

- Enable students to feel more confident in their transition to Health and Human Sciences
- Highlight the range of academic and support services available at the University
- Help students feel involved with, and part of, the University of Sheffield

The New Starter Programme (NSP) was developed through a collaboration between staff and students. The programme provided new starters with an opportunity to meet other mature students, and was developed using the feedback provided by students who were already studying on the BMedSci Health and Human Sciences.

Over the course of the three days students participated in a range of activities, including; networking, visiting first semester classrooms and grading past student assignments.

The NSP ran on a similar basis for students in Year 13, to support their transition from Further to Higher Education.

“What an excellent programme! Carefully thought out and delivered in such a friendly, reassuring way. Every course should have one.”

Health and Human Science student

Worked with 12 students 21+
12 students enrolled onto BMedSci Health and Human Sciences
100% of attendees would recommend the programme to students
Student Ambassador Takeover
Barbara Ojei
Student Ambassador

“I think my favourite thing was holding a QandA on Snapchat about the University, and showing the different things that you can get involved with at university by Snapchatting an Outreach event for young students where they got to do some pretty cool things in the Science and Engineering faculty.”
Further information

The University of Sheffield
sheffield.ac.uk

Outreach and Widening Participation at the University of Sheffield
sheffield.ac.uk/outreach

Schools, Colleges and Community Groups
sheffield.ac.uk/schools

REACH schools and colleges newsletter
sheffield.ac.uk/schools/reach

Widening and Participation and Fair Access at the University of Sheffield
sheffield.ac.uk/apse/wp

The University of Sheffield’s Widening Participation Research and Evaluation Unit (WPREU)
sheffield.ac.uk/apse/wp/wpreu

Every effort has been made to ensure that the information in this publication is accurate at the time of print. Student numbers have been collated across the range of Outreach and Widening Participation work at the University of Sheffield.

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