

St Mary's  
University  
Twickenham  
London



# GUIDE FOR SCHOOLS & COLLEGES





# DISCOVER

## Primary schools outreach **Discovering St Mary's University**

We have put together a fun University Day that is sure to leave pupils enthused and curious about their future. The day aims to teach them about university but also gives them the opportunity to tell us what they already know.

# WELCOME

Welcome to St Mary's University's guide for teachers and advisers. We hope this will serve as a useful overview of what the Student Recruitment, Widening Participation and Outreach Department offers learners across the key stages.

Our Widening Participation and Outreach team leads on delivering the University's Access and Participation Plan in order to break down any barriers that might prevent a learner progressing to university. We are delighted to offer activities for learners in Y5-13, as well as to parents, mature learners and more vulnerable groups of people. We also lead on the Student Ambassador scheme for the University.

Our Student Recruitment team is responsible for organising our on campus undergraduate open days, applicant days, and postgraduate events for prospective students. They also attend UCAS events, HE exhibitions and careers fairs, in schools and colleges, across not only the nation but throughout selected countries in the EU.

The current Chaplaincy team all have experience in schools and are happy to explore ways that we can collaborate and work with schools and colleges around our core Chaplaincy work at St Mary's and explore options that might be possible.



### **The day will include three sessions:**

- **Skipping Stones at St Mary's** – Starting with an introduction to St Mary's, pupils will then be encouraged to discuss and share what they think a university is and what it means to them.
- **Hunting with Horace** – Along with help from our Student Ambassadors the class will split into three groups and go off on a Treasure Hunt to discover the campus; teaching them about the different areas a university has and what makes St Mary's special.
- **Making your mascot** – To round everything off we will be inviting the pupils to create a mascot of their own, encompassing the traits that they feel are important.



# KEY STAGE 3

## Year 7

### On the hunt for HE

For our Y7 visits we aim to 'normalise' the idea of university; making it less of a daunting idea but instead a fun and interesting possibility that they can reach for.

They will learn about St Mary's by taking part in an interactive campus tour that will test their team work and knowledge skills. Our Student Ambassadors will also be on hand to support them during the tour and answer any questions the learners may have during their visit.

## Year 8

### "Tell Me More" Fair

Working in groups, students will carousel around the different activity stands, allowing them to discover more about what a university is made up of including university life.

Creating their own university student, learners will begin to understand what it means to be at university: They will create their student whilst keeping the following in mind:

Storyline:

- How old are they?
- What do they study?
- What are their hobbies?
- Where would they live?
- Where would they go?
- What are they good at?
- What do they want to be?
- What do they look like?

## Year 9

### Exploring options and opportunities

It is essential that students make the right choices with their GCSEs, so our session aims to help. This session can be run in school or on campus, with later visits being arranged with smaller groups (15-20 students) to visit the campus for an immersive session in one of their subjects of interest.

### Walk the footsteps of a 'Simmie'; Subject Specific Sessions on Campus

This visit will give the students an insight into Higher Education and the range of opportunities available to them. Schools can choose from the below courses:

- Sports Coaching Science
- Acting
- Media Arts  
(Max No of Students 15-20)
- Nutrition  
(Max No of Students 15-20)
- Applied Physics

# KEY STAGE 4 & 5

## Student life at university

University offers a different student and personal lifestyle from Sixth Form or College; this session answers the frequently asked questions about university life, covering how to manage new independence, the experience of living away from home, academic study, and finance tips – the session gives general advice on adjusting to university student life.

**Time:** 30 Minutes

**No:** Assemblies or classroom

## Why go to university

With so many different opportunities now available for students after they finish sixth form or college, this talk explains why students should consider choosing university. This talk covers the benefits of a gaining a degree, discussing the opportunities university offers students both during their undergraduate study and life after.

**Time:** 30 Minutes

**No:** Assemblies or Classroom

## University Jargon Buster

Applying to university can be a stressful time. The University Jargon Buster workshop will help students make sense of the application process, different types of courses and life at university.

**Time:** 45 mins

**No:** 20-25 max

## Making good choices

There are over 37,000 undergraduate programmes available in the UK alone, provided by 370 different Higher Education Institutions. This talk provides general information, top tips, and advice on the university decision making process, aiming to help students make an informed decision.

**Time:** 30 minutes

**No:** Assemblies or classroom

## Researching universities and courses

A practical research session where students look at university and the courses they may wish to study by looking through websites / prospectuses. Students can also book onto Open Days.

**Time:** 1 hr

**No:** 20-25 max

## Budgeting and finance skills

One of students' biggest fears about going to university is 'how will I afford it?' This interactive session introduces students to Student Finance, the different loans available, and includes a budgeting activity.

**Time:** 30 minutes

**No:** 35 Max

## Study skills: Meta-cognition, note-taking, scanning, skim-reading

Every learner is different and this session aims to get students thinking about their own learning, and what works best for them. It also introduces the dos and don'ts of notetaking, and how to effectively record information ready for revision.

**Time:** 45 Minutes

**No:** 35 Max

## Study skills:

### Keeping and filing your notes

This a practical session looking at why notes should be taken, different ways to take notes and store them. Students will self-assess their own note taking and spend some time organising their files.

**Time:** 1 hr

**No:** 20-30 max

## Study skills:

### SMART target-setting

The aim of this workshop is for students to identify key areas they feel they need to work on and create a Smart Target Map against the this area.

**Time:** 45mins

**No:** 20-30 max

## Study skills:

### Time-management, tools and techniques

Students look at where their time is currently going and identify their time issues. Tools and templates will then be provided for students to map out and plan ahead their week, term and create a revision timetable.

**Time:** 1 hr

**No:** 20-30 max

## Study skills:

### Relevant news story critical thinking, debates and discussions

This workshop is designed for students to discuss and debate current affairs. Students will read news articles, answer questions and ask questions to build their curiosity and ability to think critically.

**Time:** 1 hr

**No:** 20-30 max







# ACADEMIC TASTER SESSIONS

St Mary's academics are happy to provide taster sessions to sixth form students in schools and colleges lasting between 30-60 minutes.

# HE FAIRS

St Mary's University is delighted to attend higher education and careers fairs in schools or colleges. Student Ambassadors can attend and talk your pupils through our course portfolio and what it is like to study at St Mary's. If you would like to invite us to attend a fair, please email us at [schools.colleges@stmarys.ac.uk](mailto:schools.colleges@stmarys.ac.uk)





## HISTORY

### Did Napoleon betray the French Revolution: A university history taster session

Y12-13: for those considering History at university level

Y11: for those considering A-Level History

Y11-13: for those who are studying the French Revolution as part of the Curriculum

Napoleon Bonaparte is one of the most discussed figures in European History. From an obscure family of Corsican nobles, Napoleon made his name in France's revolutionary armies, rose to power through a coup d'état, and built an enormous empire through force of arms. Yet he also rationalised laws, introduced religious toleration, and reformed the public administration of the countries that he conquered. In this interactive seminar, which is designed to give you a taste of History at University, we will discuss whether Napoleon betrayed the principles of the French Revolution, as well as thinking about how History at University differs from A-Level, and what studying a History degree can lead on to.

### Working with the past: A guide to History at university and beyond

Y12-13: for those considering History at university level

Y11: for those considering A-Level History

This session is intended to give students a sense of what studying history is like, of the value of engaging in a critical way with the societies and peoples of the past, and of the sorts of careers that Historians can flourish in. It is intended to give students considering applying for History at University a sense of what that involves, and what it can lead to. It will also be of use to Y11 students considering their A-Level choices.

### Superbowl: a blueprint of American history?

Y11-13: for those considering studying History at university level

"Football is the sport of the historical moment," said Harry Edwards, professor of sociology at the University of California in 1978. "It's a corporate blueprint for American society." Nowhere is this more apparent than at the Superbowl, the annual performance of Americanness, watched by well over 100 million people. On 3 February, the Superbowl will be held in Atlanta, Georgia, the third time that the city will have hosted these finals of the American football professional season. Since the late 1970s, these NFL finals have been a cultural marker in American history, and even people who don't care about the football tune in for the adverts and the big name stars who perform at half time. In 2004, Janet Jackson's 'wardrobe malfunction' started a public conversation about double standards around the display of the female body; in 2016, Beyoncé mesmerised audiences with a performance of her song 'Formation' which leaned heavily on the history and the iconography of the Black Panthers.

This talk will explore the ways we can read American race and gender through the Superbowl. From the #takeaknee controversy through the adverts and half-time performances, we can understand a lot about US history through the 'historical moment' of football. And you don't even have to like football, or know the rules.



### Rethinking sixties Britain

Y12-13

This talk reconsiders the course and legacy of a decade of change, fifty years on. It deals with social changes, cultural innovations and political ideas.

### Commemorating the World Wars

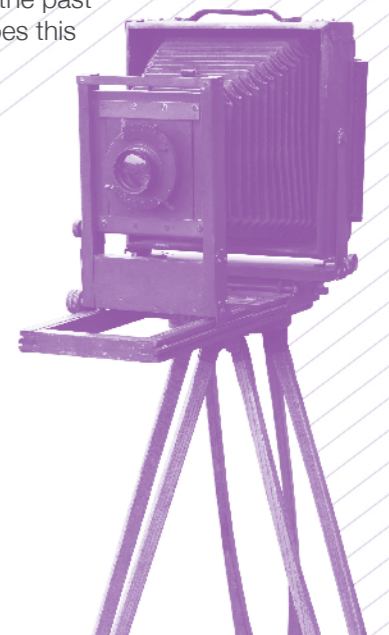
This talk can be adapted for different year groups

This talk discusses some of the ways in which the two world wars have been turned into objects of memory, commemoration and meaning. The primary focus is on British memory work, with other national memory cultures used as points of comparison. What are the wars taken to mean in 21st-Century Britain?

### History without historians

This talk is aimed at Y12-13 students who want to rethink what history is

This talk invites students to think about uses of the past beyond the conventional borders of 'history'. How do people like artists, filmmakers, curators, lawyers and activists use the past for their own projects? And how does this work relate to what historians do?





## FILM AND SCREEN MEDIA / FILM AND DIGITAL PRODUCTION

### Jurassic Park

**Y11-13: for those interested in studying Film, Screen Media and Digital Production at University**

When Jurassic Park was released in 1993, audiences flocked to the cinema to witness the ground-breaking technology, the first time photo-realistic CGI animals had been seen on screen. When Sam Neil's Alan Grant stared up in wonder at the Brachiosaur and whispered, "It's a dinosaur", his stunned reaction was directly mirrored by that of the cinema audience. This positioned the audience as visitors to the park, receiving the same 'message' as the fictional characters and enhancing the viewing experience. This interesting and complicated relationship between the fictional universe of Jurassic Park and the consumption of the franchise by fans has continued to develop in the twenty-five years since the first film's release. From immersive attractions such as Universal's Islands of Adventure theme park in Orlando to the website for Jurassic World (2015) which, rather than being a promotional website for the film, was in fact the website for Jurassic World the theme park. This session will explore the complex and fascinating ways in which films like Jurassic Park use a combination of filmmaking techniques, merchandising and marketing to better engage the audience in unique and persuasive ways.

### Screenwriting

**Y11-13: for those interested in studying Film, Screen Media and Digital Production at University**

While a glance at the ever expanding closing credits of a feature film will remind you that there are a host of vital technical components that contribute to any successful production, story and character remain the central elements from which all else stems. This session will explore some of the ways in which screenwriters begin to construct fully rounded, multi-dimensional characters, and ensure that they step, convincingly from the page onto the screen. We will investigate a range of methods and techniques used to achieve these goals, and look at some of the distinctions between creating content that will ultimately be watched rather than read. This very practical taster session will offer participants the opportunity to contribute to the creation and refinement of a character through some fun, collaborative exercises.

### Creative problem solving

Some of the most sought after employability skills in the modern world are the ability to think creatively and work in collaboration with others in order to solve problems. This workshop takes these requirements as a starting point for a fun, imaginative exercise that combines bananas, with a room full of random objects, and calls for participants to use their collective imaginations to provide a transportation solution.



## ENGLISH LITERATURE

### What's your deepest fear? The birth of Gothic

**Y11-13**

This session will look at the development of the Gothic in the eighteenth and nineteenth centuries, and argue that the descriptions of dungeons, haunted houses and sexual threat we find their attempts to psychoanalyse the mind, in a direct prediction of what people like Sigmund Freud were later to attempt.

### Shakespearean tragedy, and why it makes us feel happy!

**Y11-13**

The session focuses on the central paradox of tragedy, as identified by Aristotle and others that the audience ends up enjoying the pessimistic philosophy it appears to embody. Such a paradox can be examined according to any of Shakespeare's major tragedies, and some hints will be given as to why it might be the case.

### Shakespearean comedy and the 'Carnavalesque'

**Y11-13**

It has in the past few decades been argued that Shakespeare's comedies can best be understood as instances of the 'Carnavalesque' - that is, the literary representation of the world turned upside down, as has happened throughout civilization in carnivals and other festivities. Along with this, in texts such as Comedy of Errors, Much Ado about Nothing, Twelfth Night, Measure for Measure and The Tempest comes, as will be explained, a very profound questioning of sexuality, gender and class identity, which has a surprising alignment with recent, 'postmodern' theories of identity.

### The canon of the English Literature and the #MeToo generation

**Y11-13**

This session will ask students to rethink the selection of the 'classics' of English Literature in the light of recent debates about feminism and sexual identity. 'Eng Lit' has not - since the 1950s anyway - excluded feminine experience, and is probably a more diverse discipline than subjects like Philosophy, History and Film Studies. However, the critique of patriarchy has now become more urgent, and the need to reflect on what might constitute an emancipated feminine voice in literature will be explored in this seminar.

### Rethinking Wordsworth's 'Westminster Bridge'.

**Y11-13**

In this seminar I shall read this apparently simple poem with the students, and suggest, as a way of introducing the study of English at university, that there's a great deal bubbling under the surface. There are instances of plagiarism from a tourist guide and from Wordsworth's sister, historical rupture caused by the war with France, and even repressed feelings about an illegitimate child the poet had fathered, all hidden in this famous sonnet in praise of the City of London.





## CREATIVE WRITING

### Dialogue in Short Fiction

Y11-13

This lecture introduces students to the uses and techniques for presenting dialogue in short fiction, with examples and a short writing exercise. Topics covered include: how to correctly introduce and punctuate dialogue; how to use dialogue to structure a scene; how to use dialogue to show character; how to use dialogue to introduce subtext.

### Getting writing ideas – ‘Polaroid Moments’

Y12-13

This session introduces students to ways of generating ideas for their writing by considering remarkable moments from their life – not necessarily dramatic or traumatic moments, but oddly memorable ones. Discussion includes ways that writers and novelists mine their and other people’s lives for material, the ethics of writing about your own or other people’s lives, and ways to develop ideas so that they divert from what ‘really’ happened.

### Flash Fiction

Y11-13

This session introduces students to the reasonably young prose form of the ‘flash fiction’ – usually stories of 50-1,000 words. We will look at examples of the form by writers such as Lydia Davis, Tania Hershman, Franz Kafka and Amelia Gray, and we will tackle exercises involved in coming up with appropriate ideas and writing and completing a piece of flash fiction.

## LAW

### Introduction to Law

No particular year group

Will look at the sources of law and focus on Parliamentary and Case law and look at examples of each. The session is very interactive and the student ambassadors also get involved and help out. It can be delivered to large and small groups alike.



## BUSINESS MANAGEMENT

### Digital Marketing and the giants of digital

How the digital world is changing the world of marketing, what new businesses approaches are emerging, and what we can expect next - will the robots take over marketing too?

### London’s past, present and future as a smart city

How London has changed in the last few decade, in terms of employment and population, and how it is still changing, with high tech gradually overtaking finance as the main employer. What are organisations like Transport for London doing to make our city smarter?

### Future of air travel

How is the world of air transport changing? Planes are becoming quieter and more economic, with people wanting to travel more. Will the third runway at London make our lives better, or worse, if it happens?

### Marketing yourself

How can you become the product that every employer wants, as you change and develop yourself throughout your career? How should you promote yourself using business social media, such as LinkedIn?

### The European Union

Where next, with or without Brexit? What has been happening to the Eurozone since the Credit Crunch? Will things change for the better? Does the challenge from China and India bode well for Europe?

### Ageing Britain

What is happening to the demography of the UK, compared with other countries? What are the implications for the health service, for the old themselves, and the young?

### Artificial Intelligence

What does it mean and is it really artificial? How is it already being used around us? Where next?

### Ethics in Business

What do we know about truth and lies in business, and what do we need to know? Are there any clear trends? Can we guard ourselves against lies? What does it mean to us as we go into the world of work, and try to stay there?

### Business Accounting / Finance

Money, the language of business; Finance – key institutions; what is accounting – origins, meaning and purpose.

### Business Management / Entrepreneurship

Change management: How to make an elephant dance? Entrepreneurship: What does it take to make it to the top?



## SPORTS SCIENCE

### Biomechanics

An introduction to the use of force platform, 3-D motion capture and high speed filming profiling techniques used as both research and advanced coaching prescription tools.

### Sport Psychology

A presentation based review of the modern psychology skill set and techniques used to optimise sporting performance.

### Physiology

Two part session undertaking a sub-maximal physiology test and a sprint performance test, looking at the collected data as used by professionals to determine training prescription.

## STRENGTH AND CONDITIONING

### Skill Acquisition

An extended S&C session, looking at how to develop movement and cognitive skills relating to the demands of varying sporting professions

### Strength and Conditioning

Looking at how and why programming, fitness testing and movement skills fit into an athletes training and development

## NUTRITION

### Nutrition

Practical based discussion around food and drink interventions to optimise athletic and recreational performance

## APPLIED PHYSICS

### A-Level physics experiments

15+ Years

10-25 participants

Complete mandatory A-Level experiments in a university setting. Purpose built laboratory facility with state of the art equipment, includes prepared experimental scripts with questions and example answers.

### University physics experiments faster sessions

15+ Years

10 – 25 participants

Undergraduate experiments condensed into 30minute session. The session has an emphasis on variety of scientific skills i.e. data collection error analysis and discussion of results.

### 3D Printing

15+ Years

15 participants

Understand the fundamentals of 3D printing and what is needed to create the perfect print. Develop skills in 3D design using the platforms such as OpenSCAD and Rhino 3D.

### Electronics and Robotics

14+ Years

25 participants

An in-depth activity on electronics and robotics. Put your understanding of electronics to the test by racing your own robot.

### Junior Bionics

10-15+ years

25 participants

Lecture on the future of Bionics and Robotics in medicine. A hands on arts and crafts activity to design a bionic arm.

## PSYCHOLOGY

### What Psychology can tell you about problem solving

Y9 and up

40 participants max

Participants will be introduced to what it's like to study Psychology at university through the use of a modified seminar style session. Participants will work in groups and get to play with some games which require them to solve problems (micro machine cars are featured). Then they'll learn about the psychological principles that help to explain why some problems are easier than others and how we can study people's problem solving behaviour in the laboratory.



## THEOLOGY

### 'Mini-lectures on Religious Studies, Philosophy and Ethics A-Level topics'

Y12: (during application open season, i.e. Semester 1)

40 participants max

Book a visit to St Mary's University's beautiful campus for 1-3 45 minute lectures on a selection of a-Level topics of your choice, delivered by our world leading experts in the field.

### 'Studying Theology, Religion, and Ethics at University'

Y12: (from pre-UCAS period in June up to UCAS deadline)

Max participants: None

Book a visit from one of our engaging academics to learn about the benefits of studying at University in a 30-minute talk, with a few minutes about Theology, Religion, and Ethics specifically.





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